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ABSTRACT

This collection of 34 papers and speeches presented at the conference covers a wide range of topics pertaining to the role of libraries in contemporary society, including issues in library education, library/community relations, library planning and policy-making, technological trends, library services, and library administration. While several articles deal exclusively with Australian libraries, most concern matters of general interest to the library community. Authors represented in this volume include Neil Batt, Peter Biskup, Joan Buckie, Joyce Cupples, Ernest R. DeProspo, D. Warwick Dunstan, Donald P. Ely, Derek Fielding, Edward Flowers, Robin Gibson, Joe Hallein, Malcolm Harrington, Anne Hazell, Sue Healy, Allan Horton, M. D. Kirby, Wallace Kirsop, A. Graham Mackenzie, Brian J. McMullin, Gil McNamee, Carmen Maguire, Stephanus I. Malan, Jane Moore, Pam Naylor, James Nicholls, Phyllis M. Papps, Edwin B. Parker, Neil A. Radford, Michael J. Ramsden, Mary A. Ronnie, S. Lawrie Ryan, Arthur Sale, Sara L. Seibert, John Simkin, Margaret Trask, and Melvin Weinstock. (FM)

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LIBRARY ASSOCIATION OF AUSTRALIA

Proceedings of the
19th Biennial Conference

held in
Tasmania, August 1977

LIBRARIES IN SOCIETY

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Editorial Note

These proceedings contain all the papers submitted to the Publications Sub-committee. The proceedings include papers presented at plenary and general sessions and the keynote addresses for some of the mini-conferences.

The papers have received very little editing so that variations in spelling and style occur. The footnotes and references have not been checked.

The Publications Sub-committee would like to thank the contributors to the proceedings for their co-operation in providing copies of their papers.

Anne Batt
Editor.

Contents

Official Opening

Libraries in Society The Hon. Justice M. D. Kirby 1

Presidential Address

Issues in Australian Library Education Margaret Trask 9

Monday Night Forum

Information Power Neil Batt 19

Plenary Papers

Cooperative Information Handling Gil McNamee 27
The Fair Garden and the Swarm of Beasts Revisited Sara L. Siebert 35
New Zealand Libraries and Their Communities Mary A. Ronnie 49
The Dinosaurs are Dead; Can we Manage To Survive? A. Graham Mackenzie 57
Guidelines for National Planning Ernest R. DeProspo 66
Toward National Information Policies Edwin B. Parker 77

General Papers

Consignment Sales and Britain's Nineteenth Century Colonial Book Trade Wallace Kirsop 90
The Librarian and Architect Relationship
The Librarian's Part Derek Fielding 107
The Architect's Part Robin Gibson 112
Libraries as Information Utilities Arthur Sale 119
Re-defining the L.A.A.'s Role in Education for Librarianship Neil A. Radford 139
Community Information: Problems and Progress
Phyllis M. Papps 151
Sue Healy 156
The Aboriginal Studies Library Project Joyce Cupples 160
Towards a History of the National Library of Australia, 1901-1935 Peter Biskup 172
Librarian — Library Technician — Panel Discussion 186
State and Public Library Futures D. Warwick Dunstan 198
Current Trends in AV Technology Donald P. Ely 211
Library Services for Decision Makers S. Lawrie Ryan 219
The 18th Century STC in the Australian Context Brian J. McMullin 231
Continuing Education for Librarians Melvin Weinstock 244
Intergovernmental Publications Joan Buckie 269
Management and Accountability Michael J. Ramsden 282

Research and Librarians: Is There a Connection? Carmel Maguire 295
The Role of the Library in Technical and Further Education Edward Flowers 302
Planning Aspects of Information Delivery Management Allan Horton 318
Library Services to the Locationally Disadvantaged James Nicholls 336
S.A.E.R.I.S. A South Australian Approach to Computerized Cataloguing and Information Retrieval Malcolm Harrington 339
The Education of Librarians for a Modern Society Stephanus I. Malan 345

Mini-Conference Keynote Papers

1. What Makes a Librarian YA? Sara Siebert 357
American Books for a Teenage Audience Sara Siebert 366
2. Libraries and the Information Industry Gil McNamee 376
4. The World of Audiovisual Education Donald Ely 383
6. Library Management in the Eighties A. Graham Mackenzie 395

Programme 402

Author Index 406

L.A.A. CONFERENCES

1st	1938	Sydney	10th	1959	Sydney
2nd	1939	Melbourne	11th	1961	Melbourne
3rd	1940	Adelaide	12th	1963	Hobart
4th	1941	Canberra	13th	1965	Canberra
5th	1946	Hobart	14th	1967	Brisbane
6th	1947	Sydney	15th	1969	Adelaide
7th	1951	Melbourne	16th	1971	Sydney
8th	1955	Brisbane	17th	1973	Perth
9th	1957	Adelaide	18th	1975	Melbourne
			19th	1977	Tasmania

Library Association of Australia
19th Biennial Conference, Hobart, Tasmania
Sunday, 28 August, 1977, 7.30 p.m.

OPENING SPEECH: LIBRARIES IN SOCIETY

THE HON. MR. JUSTICE M. D. KIRBY
Chairman of the Australian Law Reform Commission

INTRODUCTION

I want to say at once how privileged I feel to be invited to officially open your Conference. You have taken a forward-looking theme "Libraries in Society". You have many professional concerns which will no doubt preoccupy you. Upon these I cannot and will not embark. You have many distinguished guests, including some who have come from the other side of the world. Theirs will be the professional contribution and I must not compete with it. Because you have avoided the comfortable pastures of professional introspection, and chosen instead to look outwards to society, I come before you as a Commonwealth Officer with responsibilities that throw us together and require close consultation in the reform and renewal of the law of our land. Your theme "Libraries in Society" is a theme which throws lawyers and especially law reformers into close contact with librarians.

The national Law Reform Commission, of which I am Chairman, was established in 1975. It comprises 11 Commissioners, chosen from different parts of the country, with different professional backgrounds but all with a concern for the way in which the law can serve society and promote the social ideals of our democracy. I leave your deliberations tomorrow to return to a meeting of the Commission at which one of our part-time Commissioners, Sir Zelman Cowen, will be taking part for the last time. He goes on to grace the office of Governor-General of Australia. In his term as a Federal Commissioner of law reform he has brought wisdom and a strong sense of social justice to our deliberations. Nearly a decade ago he alerted this country to the importance of protecting privacy of the individual in the modern age. Responding to his call the Government has asked the Law Reform Commission to suggest ways in which privacy can be protected in Australian society. This is the major reference before the Law Reform Commission. Associated with it is an allied exercise designed to reform the laws of defamation in this country. These two important tasks closely affect the circulation of information in Australia. They will require the striking of a proper balance between the publication of information and its restraint. The Commission has many other tasks, all of which will affect librarians as citizens. Our reports will pass through your hands and the public way in which we enliven debate in the

Australian community will no doubt come to your attention from time to time. But the two tasks which the Law Reform Commission has on privacy protection and the reform of defamation laws require more than your occasional contemplation as concerned, educated participants in this community. These tasks require your assistance to the Commission. It is for this reason that I want to use the occasion of my address to put before you the issues before the Law Reform Commission as they touch you as librarians. To "reform" the law and to modernise and simplify it, as we must do, requires the participation of all in assisting Parliament to achieve new and improved ground rules for society. The old way of reform was to leave the matter to the experts, working behind closed doors in Whitehall, Washington or Canberra. The new way is to secure the active participation of the community in designing laws by which it will be governed.

When he opened the Australian Legal Convention last month, the Prime Minister, embraced this new procedure. He referred to the efforts of the Australian Law Reform Commission in actively seeking to engender public interest in the tasks assigned to it by the Government. He referred to the informed discussion of our proposals and said:

> *"This process has amply shown that the Australian community will respond to an invitation to participate in the process of legal renewal."*

My presence here tonight is an extension of the effort of the Law Reform Commission to encourage the intellectual debate in this country. The theme for this conference requires you to consider the social responsibility and financial accountability of libraries and their changing role in current society. This theme takes this conference a long way from Finley Peter Dunne's assertion about libraries in 1910. You will recall that he said:

> *Th' first thing to have in a libry is a shelf. Fr'm time to time this can be decorated with lithrachure. But th' shelf is th' main thing.*

I know that nobody here will agree with that assertion. Libraries are the treasure house of information. Information is the fuel of modern society. Librarians have a critical key position in the future. I now want to share with you some of the concerns before the Law Reform Commission, in the hope that you can be encouraged, whilst looking at the social responsibility of librarians, to devote some of your attention to the need of librarians to participate in the renovation of the legal system as it affects them.

PRIVACY: IS A DEFINITION POSSIBLE?

It is probably true to say that privacy has become a fashionable concept in recent years. This does not mean that the problems which we characterise as privacy problems were not with us before that. But there seems to be a greater consciousness of the problems because of the modern technological developments which have accentuated those problems.

The Law Reform Commission has been presented with a formidable task to suggest protections for privacy. The task is made the more difficult by the elusiveness of the very nature of privacy. Many studies in numerous countries have approached the problem of definition with less than concrete results. The Canadian Task Force on Computers and Privacy concluded that privacy is "undoubtedly one of the more confusing concepts of contemporary culture". The United Kingdom Justice Committee on Privacy found it impossible to discover a precise and logical formula that could either circumscribe the meaning of the word privacy or define it exhaustively. The Committee gave two reasons for this. The first given was that privacy is grounded in men's emotions which are highly personal and not necessarily or always rational. The second reason was that the scope of privacy is governed by the standards, fashions, and morals of each society. Accordingly, the notion varies in time and place. The Justice Committee preferred to leave the concept undefined and to seek to identify particular areas where people should be protected from the intrusions of others.

In its report to the United Kingdom Parliament, the Younger Committee on Privacy also concluded that no useful purpose would be served by seeking yet again to attempt to formulate a precise and comprehensive definition of privacy. Instead, it set about defining particular areas of injurious or annoying conduct which the law ought to prevent or for which it ought to provide redress. Special areas singled out included the press and broadcasting; credit rating agencies; banks; employment; students, teachers and educational institutions; the medical profession; private detectives; surveillance devices; computers; and breach of confidence. One could have added, as I will show, the unique problems for privacy involved in the use of libraries.

The New South Wales Privacy Committee Act 1975 also makes no attempt to define privacy. The basis for this approach, it is said, is to permit flexibility in determining the concept to be given to privacy suitable to a particular situation in a particular time. It may be argued that such an approach gives little guidance to those involved in privacy protection and that it simply turns the problem over to administrators or to courts. What should the Law Reform Commission do, faced with these depressing conclusions?

THE NATURE OF PRIVACY

To protect privacy by legal means, it is important to have some idea of the features and characteristics of privacy, so that we understand what we are trying to protect and why. Privacy has been variously described as a "right", a "need", a "claim", a "condition", a "fact", an "interest", a "value", or an "ability". Such a variety of language underlines the multiplicity of meanings of privacy. Privacy may be used descriptively or as a principle involving a particular standard.

The origin of privacy has been traced to three sources. Some suggest that privacy is a value finding its origin in natural law i.e. in fundamental laws inherent in the nature of man. Others suggest that it is simply an animal phenomenon rooted in the "territorial imperative", i.e. each man's desire to control some territory as his own. Still others have said that its content is entirely culture sanctioned.

Most consider privacy as but one of a number of values. Privacy must be balanced against other needs and demands. Thus, for example, in the debate on freedom of information, the value of privacy inevitably arose. In proposals it has now been recognised, that special provision must be made for the protection of privacy in concert with freedom of information. Sometimes the adjustment between privacy and other values will be straightforward. At other times the balancing of values may not be amenable to easy resolution and a clash may ensue.

When it comes to providing legal machinery to protect values, some points are clear. First, we cannot allow the scope of a person's privacy to depend entirely opon his personal judgment however keenly he feels about it. Second, it is not appropriate for the law to deal with trivial interferences in privacy. The limits of the law should be recognised. It is impossible for the law to provide redress for vague feelings of dissatisfaction about collection of data or for irrational fears about loss of privacy.

PRIVACY AND LIBRARIES

Some of you will ask what all of this has to do with libraries. In talking about privacy, the relationship of the librarian to society is not the first one to come to mind. The instinctive reaction is to think in terms of privacy of the home or the privacy of certain relationships such as doctor/patient, priest/confessor. However, a number of incidents have come to notice which indicate the relevancy to librarians of the Commission's privacy reference. It is about them that I want to speak to you tonight.

Last week I was in Washington for talks with the U.S. Privacy Study Commission. That Commission has just delivered a major report to the President and Congress urging many new protections for the privacy of United States citizens. The Embassy officer, knowing of the purpose of my visit, booked me into the Watergate Hotel. He is obviously a man with a sly humour and will go far in our foreign service. I was within inches of the spot where the famous Watergate break-in occurred. Any of you who know about this dramatic event will know what a vital lead was given to the investigators (who ultimately brought down the President of the United States) by the records of borrowings in the Library of Congress.

But the case raises in a clear focus the question of how far — even in matters of high crime — it is legitimate to permit law enforcers and other investigators to track down what people read in libraries. Should it be a case of "no holds barred" or should there be limits? That is the question which the law makers must face. It is a question before the Law Reform Commission. It is a question before this conference.

A totalitarian state typically seeks to control not only people's actions but also their thinking. One does not have to look to totalitarian states to find instances of attempts to discover the way people think. What better means is there of doing this than by trying to ascertain what people read. Let me cite an example or two.

In 1970 in the United States, Internal Revenue Agents enquired about readers at the Atlanta Public Library who had requested militant or subversive books or books relating to explosives. The library refused to comply with this request. Nevertheless, there are instances where court orders have been issued and so forced the library concerned to surrender its files for scrutiny. One such incident occurred fairly recently in Rockford, Illinois where police secured a court order in March 1975 to search the public library circulation records for clues to a kidnapper. Several youths had been kidnapped and sprayed with paint in a ritualistic fashion. Authorities wanted to examine circulation files of occult material in an effort to identify likely suspects. Was this a legitimate avenue of investigation by a hard pressed criminal investigator or was it the first step towards ascertaining and thereby controlling what people read and how they think consequently.

The most recent policy statement to be drawn up by the American Library Association's Intellectual Freedom Committee is intended to help librarians to cope with situations such as these. This policy deals with confidentiality of library records to protect all library records (not only circulation files) from scrutiny by official agents of local, State and federal governments. The recommendation is that all responsible officers of libraries should refrain from making available confidential circulation records and other information which identifies the names of library users unless "a proper showing of good cause has been made in a court of competent jurisdiction."

In Australia, there is no documented evidence available that similar enquiries have been made as occurred in the United States. This does not mean that the kind of incidents to which I have referred have not taken place. For instance, it has been alleged in statements made to the Law Reform Commission that certain overseas governments have sought to find out about the activities of their students who are studying here. One means of finding out such information alleged is by investigating various institutional libraries and noting information from observations. Another, potentially more informative means, is by trying to find out the requests made by these students for books on particular subjects and by analysing books out on loan to students. These things are difficult to prove but that does not mean they are not taking place. More to the point, American experience teaches us that it can happen. It it can, should the law remain silent concerning the librarian's higher duty to society?

The Australian Library Association is obviously aware of these problems. In May 1976 the Commission received a submission from the Executive Director pointing out the particular concern of the library profession to safeguard the files of personal data which each library maintains concerning its readers and their reading habits. In particular, the Executive Director noted that he knew of at least one approach to a library in Australia for such information by a Government Agency. In 1975 the Library Association of Australia incorporated a clause into its policy statement on freedom to read, which states that "a librarian must protect the essential confidential relationship which exists between the library-user and the library".

What can we conclude at this stage about this issue? First, librarians must be aware of the threat to privacy in a vital respect — freedom of private thought and ideas — which is in part their professional responsibility. Secondly, means of protecting this right to privacy needs to be looked at thoroughly, for present protections in Australia are puny. With the introduction of computerisation in libraries, and, in particular, the record area, it will be easier for people wishing to have access to library records to do so at times without even librarians being aware of it, unless we face up to the issue that a vital freedom may be at stake.

Several suggestions have been put forward to provide safeguards. These include the following:

1. All circulation records should be erased from the file when the article is returned. A record should be kept showing how many times the book circulated, to allow the recording of the necessary information indicating the number of times books have been borrowed so that writers may be reimbursed through the Public Lending Right.
2. Books should be charged by an identification number instead of a borrower's name.

3. Registration files should be kept separate from the computerised file, to prevent proliferation and transfer of information on reading habits.
4. A minimum of data should be requested from readers. Where extra questions are asked these should be clearly marked as optional.
5. Only by proper authority — such as a court order — should information on an individual's reading be supplied.

You may consider this an over-reaction to the problem of privacy invasion. But it was President Kennedy who taught us:

> "A man may die, nations may rise and fall, but an idea lives on. Ideas have endurance without death".

If we are to protect ideas from the chilling effect of surveillance we must be vigilant to provide the guardians of ideas — including libraries, with modern weapons for their defence. I have outlined to you some of the problems that touch your responsibilities to society. I invite you to consider them and to bring your views to the attention of the Law Reform Commission. That is the whole point of dealing with this subject through the vehicle of the Commission.

COMPUTERISATION OF INFORMATION RETRIEVAL IN AUSTRALIA

Modern technological advances have accentuated the problems for privacy that have been with us for some time. It is obviously essential that the Law Reform Commission should look into the future in its attempt to devise privacy remedies. But we must avoid a Luddite reaction to developments that can be of enormous help in the distribution of information and knowledge. We have recently seen in Australia the attempt to harness developments that have been made in computerisation of legal information retrieval. There is no doubt that Australia lags seriously behind overseas counterparts in adapting computer technology to the law and, let it be said, adapting the law and its methods to computing. We also lag behind other disciplines within Australia where technology has played a larger role. This may be partly due to the inevitable conservatism within the legal profession and the lack of necessary funds.

As you may know there are at present three pilot schemes involving Australian legal data bases. One is the result of the establishment by the Australian government in 1974 of a Committee on Computerisation of Legal Data. The task of that Committee was to enquire into the establishment of computerisation of legal data in relation to the statute law of the Australian Parliament. It was also required to examine the feasibility of extending such a data base to include a general legal information retrieval system. The report envisaged that there would eventually be established not only a data base of statutory information, but also one involving case law and secondary sources. Access to this system would at first be limited, but it was envisaged that at a later date any other interested bodies would be given access when the system was established.

The present system which has been established in the Attorney-General's Department is called (no doubt named by a lawyer not a librarian) "STATUS 1". Its data base consists of a complete text of the consolidated Australian Acts until 1973. In the future, it will contain all the Statutes and all Territory Ordinances and all statutory instruments. Once all these items have been added to the data base, it will be relatively simple to amend Acts textually and to retrieve parts or even words of statutes relevant to specific requests.

Another experiment in computerisation is the Trade Practices Computerised Retrieval Project being jointly financed by the N.S.W. Law Foundation and I.B.M. Australia Limited. The object of this project is to create a system, based on existing technology, which would include non-legal as well as legal data and which could be used by a layman or non-expert in the Trade Practices field. This system is intended to combine the best features of the full text and index systems employed overseas. It is now operating in Sydney but is going through an evaluative stage.

The systems I have described are Australia's first major steps into the use of computers in legal information retrieval. Obviously, there is a long way to go before we will really discover the benefits. But once operational, the benefits will be great not only for the legal profession and its clients, but also for legal institutions like the Law Reform Commission which depend on research. It would speed up enormously the time and effort which is being put into finding the present law, the gaps and overlaps, analysing results, and comparing the file with what has happened or what is happening in different jurisdictions. There is no doubt that the future will require librarians to master the opportunities and methods of computerised information. Are you ready for this revolution?

Computers provide benefits but also pose problems. It is the task of the Commission to strike a balance between the efficiency of a system and the integrity of the individual. An iconoclastic approach would not suffice. But neither will the attitude of indifference and indolence in the face of real perils to the privacy of individuals.

DEFAMATION REFORM

The second reference to the Law Reform Commission which is of importance to libraries and the society they serve is the Commission's reference on defamation reform. There is no doubt that this area of the law is in great need of re-examination. The public at present sees the law here, rightly, as bewildering or regards it as an opportunity for those who have the financial backing and the necessary knowledge to attempt to acquire a fairly large sum of money, in a kind of litigious lottery.

The present laws of defamation have serious implications for librarians and libraries. At present every republisher of a libel is as responsible for that publication as is the original publisher. This rule is one of special significance to disseminators of information such as distributors and libraries. Out of tender regard for those secondary publishers, the law has devised a defence, invariably called "innocent dissemination". According to this defence a library or other disseminator will not be held liable for publishing defamatory material if it can establish that it did not know that the relevant document contained a libel, that it was not negligent in not knowing and that it neither knew of or ought to have known that it was of a character likely to contain libelous matter. This rule has been described as a rule of expediency founded upon the absurdity of expecting distributors and others to read all the material they distribute. Even a librarian's worst enemy would not wish that fate upon you.

It has been said that the rule does not afford a library sufficient protection. This is a question now under our consideration. A person may complain to the library that a particular publication contains matter defamatory of him prior to initiation of proceedings against the original defamer. If the library does not immediately remove the allegedly defamatory article, it will be fixed with notice of the defamatory matter and will be unable subsequently to rely on the defence. The current proposals of the Law Reform Commission alleviate the position of libraries to some extent. The proposed provision would accord a defence to libraries where a library was not aware that the matter was defamatory or was claimed by the plaintiff to be defamatory. A recent case which dealt with a libelous poem in a book of poetry which would have been available in libraries places the responsibility on the library to remove that book or obliterate the poem in question as soon as the librarian is made aware of the litigation. Should this be so? Does posterity have the right to know accurately even of the contents of a libelous publication?

Some have said that the Commission's proposals should go further to protect libraries. Others have suggested that the Commission should develop an exemption for "creative writing". The Commission is sympathetic to these views. However, everyone knows what the *problems* are. The difficulty is to find *solutions*. A balance will need to be struck between competing interests. The Commission seeks guidance from all members of society about the balance to be struck and the kinds of defamation laws under which we want to live. All of the references given to the Commission are socially relevant. They are not "lawyers law" questions fit only for the initiated or select few. I have taken the opportunity of this address to identify, in a general way, two references of vital concern to librarians. The national Law Reform Commission is a new body: but an active and energetic one looking to all those involved with libraries to put forward proposals to deal with some of the problems to which I have referred. We afford you an opportunity to participate constructively in the process of legal renewal. This process will have a bearing not only on society as we know it at present, but also on the shape of our future society. A conference such as this, which seeks to assess the responsibility and accountability of libraries and librarians in society must consider where we in Australia should strike the balance between the importance we attach to the free flow of information and ideas and the integrity, privacy, anonymity and honour of the individual.

I invite you as librarians and as concerned citizens to contribute your ideas to the deliberations of the Law Reform Commission. As Australian society develops its intellectual horizons, new responsibilities will be cast upon you — including responsibilities to play a more active part in promoting the renovation of the laws by which we are governed.

With these words and without more ado, it is my privilege and pleasure to declare this conference open — and to wish its debates success and fruitfulness.

Presidential Address

ISSUES IN AUSTRALIAN LIBRARY EDUCATION

MARGARET TRASK
President, Library Association of Australia.

Forty years ago, in 1937, the forerunner of this Association, the Australian Institute of Librarians, was founded "to unite persons engaged in library work, and to improve the standard of librarianship and the status of the library profession in Australia". Since that date the professional association has accepted the development of education for librarianship as a major role, predominantly at the professional level but in more recent years also at the para-professional level. From our critically and sometimes cynically expressed position of 1977, we do well to look back at the landmarks of library education in this period, all the result of L.A.A. initiative.

In 1944 the examination system of the L.A.A. commenced. Offered externally, designed collectively and examined unevenly but nevertheless responsible for providing thousands of persons with basic library qualifications, and, as Wilma Radford commented at an Association Conference in 1969, "since that time 1944 [it] has influenced the quality of library services already established, and has been the most important factor in making possible the very great increase in the number of new services. In addition, it provided a framework of qualifications, which employing and industrial authorities throughout the country readily accepted."(1)

Ten years later in 1964, the L.A.A., recognising the urgent need for the establishment of schools of librarianship in institutions of tertiary education issued the *Minimum Standards for the Recognition of Courses in Librarianship*. In this document the Association "proposed to recognise the awards of schools which seemed to it to meet the appropriate standards, by conferring exemption from the Association's own examination requirements."(2) This document was replaced four years later in 1968 with the *Statement on the Recognition of Courses in Librarianship* which, with some slight alterations, has been the guideline for most of the development of Australian library education in tertiary based institutions to this present time.

The Association has actively pursued, through its Board of Examiners, a policy of encouragement and advice to tertiary institutions considering the introduction of courses in librarianship, and has been indirectly responsible for much of the improvement in standards in such courses. For many, the acceptance of three year instead of four year undergraduate programmes was a retrograde step(3) and more fundamentally, the concept of undergraduate studies in librarianship was completely unacceptable. Both points are still issues in Australian library education but less explosive now than ten years ago.

The Statement on Differential Education issued in 1971, set out categories of library staff with examples of tasks and the recommended education to perform such tasks and consequently be eligible for appointment in such a category. At a time when there was considerable discussion and conflicting ideas on education for para-professional library tasks and for specialist librarians, such as school librarians, this statement clarified for members and employing authorities the Association's views.

The following year, 1972, the Association agreed on a policy to encourage the provision of opportunities for the education of general librarians at both undergraduate and post-graduate levels and of school librarians, through tertiary schools of librarianship based in each capital city.

More recently the Association issued its *Statement on Courses in School Librarianship*(4) which again clarified policy on one of the most difficult areas in library education with which the Association has had to contend. Last year saw the introduction of the reorganisation of the Association with the establishment of the Board of Education to include the present Board of Examiners and to give to the new Board responsibilities in continuing education in addition to its already existing role of examination until 1981, and accreditation.

Finally, this year the Association will consider at its General Council Meeting the *Draft Statement on the Recognition of Library Technician Courses* which evolved from the 1976 national workshop.(5)

The Association's record of the past forty years in library education is a good one. For some it is not good enough and has been too slow to respond to change. In my view this is not true but there could be a danger of this in the future. In studying this past record I would agree with Wilma Radford when in 1969 she said "The Association has been ready to change when change seemed desirable, and has itself initiated change."(6)

Looking back through the proceedings of Association conferences and articles in the *Australian Library Journal* the key issues of library education in these past forty years stand out as,

- Education for librarianship at university level
- Theory v practice in library courses
- The nature of the discipline of librarianship
- The importance of management in education for librarianship
- Specialist training particularly for school librarians and archivists
- Interdisciplinary studies for librarianship
- Post-graduate and undergraduate programmes
- Information science and librarianship.

Today some of these are still issues. In my view the most immediate and important issues to be dealt with are *firstly*

- a philosophy of library education, the nature of librarianship and its relation to information science, and *secondly*
- curriculum design and teaching methods, the availability of library educators, the number, nature and organisation of library schools.

Every library educator must grapple with the difficult issue of the nature of librarianship before beginning to outline a philosophy of education for the profession. In Australia some library schools have worked through this individually but there has not been any collective agreement through the professional association. Metcalfe pointed out in his presidential address to the Association twenty years ago, that many librarians "are still hazy about the content of librarianship, and the grounds of their claims to be considered distinctly professional."(7) He went on to say that he considered librarianship to be "the art or science of managing libraries and providing library services"(8) and he maintained that "indication is the most important in what makes a library something more than a collection of books and in what makes and distinguishes the profession of librarianship."(9)

In 1969 the then President, F. A. Sharr, discussing the nature of librarianship, stated "Librarianship is concerned with the interaction of people and ideas. It is therefore an aspect of education. The specific characteristics of librarianship within the large field of education is the organisation, or ordering, of information or the records of information . . . If the purpose and concern of librarianship is the inter-action of people and ideas it follows that the intellectual and theoretical bases of librarianship should be the study of people on the one hand and of ideas or knowledge on the other."(10)

My own philosophy of education for librarianship is based on acceptance of the nature of librarianship as the art and science of relating information resources to users through information methods. The study of librarianship must encompass all three areas, users, resources and methods. I agree with Jesse Shera when he says "The role of the library in the communication process and in the civilisation that process serves is to maximise the social utility of graphic records. This is the standard against which all librarianship must be judged. The key words here are utility and graphic records — use and books. Thus librarianship is bibliographic, not bibliophilic. It seeks to unite in a fruitful relationship the book and the user."(11) If we have a unique contribution as a profession it could be in the area of information methods — in Metcalfe's terms ""indication" or in Sharr's terms "the organisation, or ordering of information or the records of information". In my view our professional uniqueness is in the processes of interaction, interconnection of the three components, users, resources and methods. Much of our so called uniqueness in "indication" or whatever term you wish to use for the tasks associated with information retrieval, (information methods), has been underutilised, completely ignored or even unknown because of our lack of knowledge of the content of graphic records or our lack of knowledge of the characteristics of users and their information needs, or both.

This view of the nature of librarianship has repercussions on education for the profession. Australia in the past and even in recent times has taken educational patterns from overseas educational systems, based on a philosophy of education in another environment, another social and economic structure. In my opinion we have placed unrealistic faith in any combination of subjects in general education as a foundation for basic professional education and equally in our professional education components maintained almost a lucky dip philosophy in curriculum design.

The catch-cry, post-graduate in time but not in nature, I am sure is not restricted to Australia, but it has described an issue which has been part of the Australian scene for a long time. The post-graduate and higher degree courses in librarianship cannot build upon undergraduate general education in any designed sense. In my own thinking, over the past four years, I have come to question this more and more given the nature of librarianship in the context of a changing society. We can no longer leave the education of a librarian to chance or to an on-the-job evolutionary process. We are a profession and not as Roy Stokes so aptly remarked "a consortium of related interests."(12)

Given my definition of the nature of librarianship and the instructional objectives for an educational programme which should flow from such a definition, the competencies required by a librarian would draw from the knowledge, attitudes and skills in areas of psychology, sociology, communications, statistics, operations research, management and computing.

At this point I feel we are often too concerned with time constraints or time norms for educational programmes. Personally I wish we were less interested in one year or two year post-graduate programmes, three year or four year undergraduate programmes or one or two year masters programmes and much more interested in working through discussions on the nature of librarianship, the nature of information and the subsequent design of educational programmes for the present and future society — the information society we are told. Then we may be better able to discuss time norms when we know what we need to teach to meet agreed educational objectives. Like some other professions recently we may find the time is less rather than more.

This philosophy of library education at the base professional level means an integrated, a total approach to curriculum design. In my view it can best be achieved in study of an interdisciplinary nature *but* the latter must be a *specifically designed curriculum* based on expected behavioural outcomes and be the responsibility of the library school and not merely the acceptance of existing subject units from other disciplines, although some of these may well meet stated objectives. Professor Lamberton speaking on the necessity for a national information policy three years ago, argued for a comprehensive study of the Australian information industry. In so doing, he maintained the need for reorganisation and new educational approaches for such reorganisation. He said "A human communications or information studies approach through undergraduate, post-graduate and short course training would be helpful. A modern university could well consider an interdisciplinary research and teaching program in information studies. The interdisciplinary potential is great."(13) It is great but as some of us have discovered, difficult to harness. In my own experience I have experienced more success at the College level, and that has not been easy, but I am convinced we must give priority to this, particularly in university based courses where it seems more difficult to succeed. This integrated disciplinary approach should commence at undergraduate level and give possibilities for building on at post-graduate and higher degree levels.

Information science has been plagued with definition problems and in a recently published paper on education in information science the authors suggest that in attempting to define information science "one ought to distinguish clearly between its techniques for applications and its theoretical aspects. This [type of] definition makes it easier to separate the facets of information science that are related to the technology of applications from the facets related to the much more profound problems of the concept of information, the values of a given piece of information to different users at different times, and the relevance of one piece of information to another."(14)

This difference between a theoretical side and an applied side is similar to library science. In my view library science, as I see it being taught, deals with the study of the transfer of information from generation to use, and all that lies between. If you recall I stated the nature of librarianship as the art and science of relating users to resources through methods.

In this same paper the authors set out proposals for five principal streams of information science studies at graduate level which give realistic lines of specialisation, in their words "ranging from almost pure library science to almost pure computer science". The five strands are, in their words, traditional library science, specialisation in library automation, specialisation in information storage and retrieval systems and theories, operations research approach to information systems, computer programming. A number of Australian library schools would see their involvement in providing at least the first three strands with the remaining two in association with other schools. I would personally see specialisation in all five strands at post-graduate level beyond the present base professional diplomas, for instance as specialist diplomas and at higher degree levels and available to students from an integrated interdisciplinary studies first degree, or relevant specialist first degrees referred to earlier.

Any philosophy of library education must be flexible and responsive to change. Shera maintains that "The fundamental knowledge of the librarian can be understood only in terms of the function, or role, of the library; for the doctrine of the architect that form follows function, may be applied, as well, to social structures."(15) An American library educator has recently severely criticised the lack of flexibility in library education, maintaining that "Education for librarianship hasn't changed radically in the last ten years. Nor does what went on in the classrooms of our library schools during the last decade differ greatly from the previous one or from a long period before that. Courses proliferate and course content is gradually updated to keep abreast of the inability of cataloguers to agree on and live with a set of principles and rules or to incorporate the most recent reference books. Occasionally an old chestnut is revived; more frequently a new chestnut is invented."(16) Fortunately the writer does see some hope in another Louis Round Wilson/University of Chicago combination springing up and producing good librarians in spite of all the constraints. Australian library education in tertiary institutions has only a short history but we could well ask is our philosophy of library education unchanged since their inception? And what role should the profession and the professional association play in ensuring a flexible and responsive philosophy?

In the area of curriculum design for library education there has been a very limited Australian contribution. Of the two published, one(17) is largely historical and descriptive with the exception of the introductory papers on curriculum design, and instructional and affective objectives. In this Andrew Horn, one of the contributors reflecting on an American approach to the curriculum commented that although the A.L.A. Standards of Accreditation specify that the principles and procedures common to all types of libraries are basic they do not set out what these basic competencies are. He gives evidence of library educational programmes at U.C.L.A. based on defined competencies. To me the important point still for discussion both in Australia and overseas is the basis for deriving these competencies. Are they derived through methods of task analysis, particular incident or professional consensus on instructional objectives, followed by translation into behavioural form? Certainly in scanning what literature there is on curriculum design in library education there is little discussion on this vital issue. In perusing documentation prepared by some North American Library Schools for the new Accreditation Standards there is some evidence of possible results of individual school discussion on this matter. In Britain and Australia this is also true, but in these countries it is as a result of government requirements for accreditation of courses rather than the professional association's requirements.

The L.A.A.'s statement on recognition requirements in courses of librarianship does set out certain prescriptions in relation to content of courses but there has been no consensus on basic competencies.

In my view there is a danger in any accreditation procedure for the norm to become accepted practice and I think in Australia there is certainly some danger of this in regard to curriculum design. There must be experimentation in curriculum design and this is something the Association's Board of Education should recognise and encourage. If it does not, the schools will look to the government accreditation procedures to make such allowance with possible subsequent results for the Association's role in accreditation. What we must avoid is the mediocre uniformity of library education programmes that is evident in some overseas countries and has a distinct possibility of occurring here.

The most significant Australian contribution on curriculum design comes from the area of education for school librarianship In 1972 the then Department of Education and Science provided an Australian workshop on this topic.(18) Much of the planning of the workshop was assisted by the U.S. material coming from the School Library Manpower Project, itself an attempt by a professional organisation, the American Association of School Librarians to plan curricula for library schools. The workshop established a consensus on education for school librarianship, namely components of general education and professional education in teaching and librarianship. Agreement was reached on instructional objectives for the competency areas within the professional component, namely:

Curriculum Development
Individual Differences
Learning Theory and Educational Technology
Research Methodology
Communication and Information Theory
Evaluation and Use of Materials
Selection, Acquisition, Production and Organisation of Materials
Administration of Services.

This material needs further expansion particularly in the last two areas, and in the light of experience in designing curricula based on these competencies.

Flowing from curriculum design are teaching methods and the design of instructional materials. In addition to traditional teaching methods of lecture, discussion and workshop, librarianship has adopted methods of case study, simulation, gaming, laboratory practice, programmed and computerised instruction. Often lack of experimentation in teaching methods in librarianship is supported by a cry of lack of adequate resources.

Available resources naturally affect what we can offer in educational programmes. Fundamentally before we look for more resources we need co-operatively planned experimentation between existing library schools taking objectives of programme units, analysing the knowledge, attitudes and skills required by students to achieve the objectives, discussing the most effective means of providing this, experimenting with these means and then communicating the results. A result of such experimentation should be prototype instructional materials.

This whole issue of curriculum design, teaching methods and instructional materials in Australian library education emphasises a fundamental weakness in the preparation of most library educators. In fact there is no formal preparation. The teaching staff of library schools in Australia have been prepared through the practice of librarianship, some through higher degree work in some aspect of librarianship, either in this country or overseas. An exception to this would be teaching staff in the area of school librarianship, but even there the preparation has been for school teaching and in addition such staff usually lack sufficient preparation in general library and information science. This lack of preparation for education is common in the tertiary section, and is certainly not peculiar to librarianship. I am not suggesting that library educators should not be practitioners. I personally would not favour the employment as a lecturer of anyone who had not practised in some aspect of librarianship or information science At the same time I am convinced that the effectiveness of teaching staff in Australian library education is weakened by the lack of educational preparation. Most Australian library schools have had to recruit teaching staff from overseas and I personally would hope this is continued. At the same time I would like to see the development of some of this profession's young innovative and creative thinkers as teachers of librarianship. I would suggest as an impetus for this some formal training programme following basic professional education and experience which would attract young innovative Australian librarians. Such a programme to include studies in the nature of librarianship, philosophy of library education, comparative studies, educational policy, and administration of schools, curriculum design, teaching methods, research. This should be followed at a later stage by higher or further degree work which involves further research. The total reliance on a Ph.D. at times in unrelated fields as a qualification for teaching librarianship is unsatisfactory in my view.

As well interchange between the practising profession and the teaching profession in librarianship should be encouraged. The practising community must be convinced of the need to revise perspectives of the field and the teaching community must be responsive to the needs of the real world. This could be encouraged through:

- Interchange with the disciplinary bases of library and information studies
- Consultation on course objectives, and content in relation to knowledge, attitudes, skills
- Advisory committees to act as sounding boards on course evaluation, revision
- Library/Library School relationship contracts for interchange.

The proliferation of library schools in Australia has been highlighted by the present manpower situation, again aggravated by economic conditions particularly affecting the funding of educational institutions — the large employer of librarians. There are nine Australian schools of librarianship with programmes recognised by the L.A.A. in a total of 15. The Association has not expressed any official view on the number of schools but there has been considerable informal and personal discussion about the need for rationalisation and the hope expressed that this would be considered by the present government's *Committee of Enquiry into Education and Training* — the Williams Committee.

Unfortunately the lack of manpower and the lack of a plan for the development of library education in Australia makes such rationalisation

21

difficult. The present economic conditions although difficult could also be considered beneficial in allowing the profession time to take stock and develop a plan for, and to rationalise, library education.

The existing schools can be divided into two groups, general and specialist and the latter are all in school librarianship. All of the schools offer similar types of programmes — base professional level, at either post-graduate, or undergraduate and post-graduate levels. Most of the non-recognised schools offer only programmes in school librarianship, usually as part of a teacher education programme. There is one specialist programme in Archives Administration, which could well be sufficient for Australian requirements.

Apart from sound educational reasons, there is a danger in the development of separate schools for specialist programmes. This becomes clearly evident in economic recession and there are signs that some of the existing separate specialist schools will be in difficulties. There has been little consideration given to the economic as well as the educational viability of library schools in this country. As I said the present economic recession could allow some reconsideration whereby if integration of specialist with general was not possible at least co-ordination might be considered. There are also possibilities in contractual agreement between existing capital city and regional centre based schools.

Despite what I have just said, I am strongly of the opinion that Australia needs some further specialist programmes. Where they should be provided is part of a total plan. I see specialist programmes being at post-graduate level following base professional education and some experience. Areas such as children's and young adult services and some of the strands of information science I mentioned earlier are vitally necessary for our present times, but we probably need only one or two schools offering the same specialisation. We certainly cannot afford proliferation in this area as has occurred in base professional programmes. A further area for consideration in such a plan is advanced studies, including research. Again, particularly as far as the former is concerned, we do not need at the present time, nor can we afford, particularly in regard to the supply of library educators, more than one or two schools offering such programmes.

For the Association the most critical issue in the next few years will be in relation to recognition and accreditation of courses. Up to the present the Association's Board of Examiners has played a key role in the development of library education in Australia but the players on this stage are changing. First, the Government Commissions, now specifically the combined Commission for Higher Education plays a dominant role particularly in relation to courses at Colleges of Advanced Education. The procedures here for course approval, a responsibility of State Higher Education Boards, have increased in intensity and thoroughness. I can speak with feeling on this, having last year survived five separate disciplinary based and one multi-disciplinary based committee of outside academics assessing the Bachelor of Library Science programme at my own institution. The Association's recognition visit comes as an anti-climax. Second, the staff of library schools have gained experience and ideas and will certainly be playing different parts in relation to the Association. As a result the casting of personnel for Association accreditation panels will need careful consideration. It could well be that a new player will take the boards, an Association of Australian Library

Schools. It could well be that the Association should seek to be responsible for the library and information subject areas in the Government accreditation procedures by nominating Board of Education members to the Government's Committee and having their assessment endorsed by the Board of Education and recommended to General Council.

The Association has always maintained it has a key role in continuing education and many of the divisions have been involved in such education with notable results. What we have not been able to do as an Association is to plan for, and provide for, change through continuing education programmes. Some success was achieved in the audio-visual area, but after the change had occurred. Probably more successful has been the systems area with the Special Libraries Section and LASIE. Some members have expressed the view that there should be compulsory updating of base professional qualifications through continuing education programmes. If feasible this may be possible through joint planning of the Association and Library Schools. Further major issues will be external studies, length of courses, and the offering of professional and para-professional courses in the same institution.

In looking ahead from this point after forty years involvement in library education in Australia, the Association's role is changing from one of active designer and participator to one of policy, planning and co-ordination which will actively involve the leading practitioners and library educators, to ensure adequate and satisfactory library educational programmes for librarians working in the present and future Australian society.

I close with a quotation from the L.A.A. Presidential Address given by Sir John Morris in 1954, and still applicable today.

> "If libraries along with other institutions that have or might have the power to influence the shape of this society in any the least degree, feel that they should undertake that influencing to the very best of their ability, then it becomes a question of how best they shall do it. My suggestion is that they should make a start by having in the profession of librarianship a body of people trained to take the broadest possible view of librarianship, proficient of course, and masters of those techniques without which the library cannot function, but people who are interested to think in what way it might affect society and who are prepared to consider alternatives to waiting for needs to be manifested".(10)

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Monday Night Forum

INFORMATION POWER

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When the franchise was dramatically extended in Britain in the 1870's, it was said, "Now we must educate our masters". The implication was that the need to educate arose out of the development of democracy. Political power could not be given to those who had neither the training nor the access to information to enable them to make decisions.

There was implicit in the intention of the educators of that time a missionary zeal to take to those who were now to share in the government of the country a patriotism and concept of Christian civilization. Not surprisingly, the intention was that the purpose of education was to preserve society as it was and not to change it.

They were confident times, ours are not. They were sure of values and did not hesitate to impose them. We are unsure. Our education system is open ended and non-proselytizing and therefore aims to provide information, leaving decisions on values to the person being educated. It enlarges the role of the person being educated, emphasises self-education and diminishes the role of the teacher. The teacher in modern education is a facilitator, not a missionary.

Andre Maurois had this to say:

> "The library is an essential companion to school and university. I would go so far as to say that education is but a key to open the doors of libraries.
>
> The public library must give children, young people, men and women the opportunity to keep in touch with their times, in every sphere. By offering them, impartially, works representing conflicting points of view, it enables them to form their own opinions and preserve that attitude of constructive criticism towards public affairs without which there is no freedom."[1]

Libraries are central to the theme of education in a democracy. In the modern school the library, the resource material centre, is the bank from which is available alternative opinions and alternative values. Since we no longer confine education to school, since we no longer assume that education is something one obtains during a set period of schooling, since we have broken the boundaries and become a learning society, public libraries have become central to the community.

It is not only that we are a learning society in which every person has the right to think, to know, and to develop their potential at any and every stage of the adventure of life. We are also a society in which power arises out of information.

Social scientists tell us that information is power. They define our present society as "post-industrial", in which the organization and codification of theoretical knowledge becomes paramount for societal innovation, and intellectual institutions become central to the social structure. This society has three dimensions: the change from a goods producing society to a service-producing society; the rise of an intellectual technology as opposed to a machine technology; and the centralization of theoretical knowledge. Information is the force which transforms in this post-industrial society, just as was energy in industrial society, and were natural forces in agrarian society.

There has always been a reluctance to trust the people. It is safer to leave decision making to those best fitted by God and nature to undertake this task. Even those groups of people who have been involved in destroying the power of social or economic ruling elites have not avoided the temptation of imposing other elites who derive their authority from political skill or technical expertise. This unwillingness to trust the people is a battle that has to be eventually fought. It will be fought, but it will be an easier battle to win if more people are educated and informed. In these circumstances both tolerance of dictation and capacity to dictate is reduced.

As Jefferson reminds us:

> "I know no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."[2]

His views were not common to his age. Thompson states:

> "The establishment of the public library system in Britain in the last century was resisted by a number of the nation's rulers on the grounds that they feared that access to libraries and books would give working people ideas above their station, and that libraries would become centres of unrest and hot-beds of sedition. Those who held this view have, of course, been proven right. From the few generations of working people who supplemented their meagre education by using their local library has sprung the present political situation in this country; which is fairer, more humane and more democratic."[3]

Other people supported the extension of library services, but saw them as a counter to evil and not as a force for social change or for educational or recreational benefit.

> "Give a man an interesting book to take home with him to his family and it is probable that the man will stay at home and read his book in preference to going out and spending his time in dissipation or in idleness."[4]

John Imray, of Aberdeen, in answer to the question "Have you known persons who apparently came with habits of disorder gradually reclaimed, in consequence of reading in the library, to habits of order?" answered:

> "I have known men of from 20-30 who, when they came, smoked their pipes in the school-rooms, overturned the forms, and did all kinds of mischief, and now they are perfectly quiet and orderly, and they dress better; instead of rags, they come with whole clothes (though of the poorest kind still), and they sit down in the library with the greatest quietness and decorum, and read the books . . . Where libraries had been established . . . . . they had been found highly beneficial to the working classes . . . . . because by encouraging habits which kept the working man from the public-house, they lessened the incentives to a dissolute life, and, consequently, to idleness and crime; which cost the

> country much more than all the libraries they could build under this Bill."[5]

All sorts and bodies of people now acclaim the necessity for information. There are dissenting voices in our modern democracies and most link the inalienable right of information with the survival of democracy itself. Not only are they concerned with the mechanics of democracy — the right of people to rule themselves, but with the quality of democracy — the joy of free communication, the value of dissent, the freedom to read and to express. The Library Association of Australia's statement on *Freedom to Read* says:

> "The Library Association of Australia, believing that freedom can be protected in a democratic society only if its citizens have access to information and ideas through books and other sources of information, affirms the following principles as basic and distinctive of the obligations and responsibilities of a librarian:
>
> A primary purpose of a library service is to provide information through books and other media on all matters which are appropriate to the library concerned.
>
> A librarian should not discriminate by making particular library material less readily available to readers on grounds of morality, race, sex, religion or political affiliation."

The librarian is in the forefront of that battle. The librarian is a professional soldier of democracy against the always lurking forces which would limit the right to read. A librarian must always be on guard to resist those who would make library material less readily available to readers on grounds of morality, race, sex, religion or political affiliation.

I have so far spoken about the negative aspect of libraries, the enabling aspect. There are few who do not respect the right to information, who would not gladly echo the Unesco Public Libraries Manifesto:

> "This manifesto proclaims Unesco's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and understanding between people and between nations . . . . .
>
> The public library is a practical demonstration of democracy's faith in universal education as a continuing and lifelong process, in the appreciation of the achievement of humanity in knowledge and culture . . . . .
>
> The public library must offer to adults and children the opportunity to keep in touch with their times, to educate themselves continuously and keep abreast of progress in the science and arts."[6]

But if information determines even to a degree the structure of our society and the nature of man, the essential question is: what information is man receiving?

The primary purveyor of information is the media. Television, newspapers and radio constantly educate and inform to a greater or lesser degree, shaping attitudes and expectations. Even education through discussion is available for those who can tolerate the banality of talk back radio.

It is not my present task to enter the continuing debate about the role, effectiveness and ownership of the Australian media. Sufficient to recall that the media is subject to the criticism of being owned by too few people and of being selective, trivial, sensational and inaccurate. It may well be that the effectiveness of public libraries in providing information is infinitesimally small in comparison to the media, and that in shaping the nature of our society, the libraries play a minor role. Obviously the debate on the media in Australia will and ought to continue, but the recognition of the impact of the media surely leads inevitably to a commitment to make library services more readily available, and a requirement on librarians positively to project information into the community rather than just to make it available.

Conservative elements thrive on ignorance and have or seek the necessary resources to suppress, distort and manipulate information for their own purposes; for example, the Watergate Scandal and the Pentagon Papers Affair. The battle is not only to avoid this corruption of the availability of information, but to determine ways of positively providing information.

Present sources of information favour the "information rich" and increasingly disadvantage the "information poor". The "information poor" tend to rely only upon the media and word of mouth information. The disadvantage of this is obvious, in that the information is of a lesser quality than that provided by library services. I re-emphasise my earlier point about the necessity for a truly informed public to ensure democracy.

Of course, advertising is available to those who can pay for it. Advertising is by definition an attempt to influence views on a whole range of issues. Take for example the statement by James Malone:

> "Time is available to those who purchase it. Whether the financial resources of the anti-uranium lobby are superior, equal or inferior to that of the Producers Forum (or whether the converse is true) is not our business. There are many other media outlets for those who find themselves unable for whatever reason to use our facilities and they are therefore not excluded from using the media to promote their views."[7]

Do the library services in Australia provide alternative information on this sort of issue? Has any library in Australia sought to ensure that members of the public have information on the uranium debate? That is a different view to simply ensuring that information is on the shelves. Perhaps we could consider the Australian library services being allocated space on commercial T.V. in order to ensure that, on major issues, we have a properly informed public.

Whose information need does the library serve now? It serves the middle class educated elite who know about libraries and information sources anyway. This is evidenced by the materials collected, including: printed materials which ignore the illiterate; some audio-visual materials which ignore the poor who cannot afford the equipment to use it, and probably lack the technical expertise; materials in English which ignore migrants and aborigines; and materials of "good literary value", "worthy", frowning on too many Women's Weekly type romances.

It is evidenced by the services which are still far too often based on traditional concepts, and on the library building. For example, reference books must be read on the premises, inhibiting the potential inventor who wants to compare his creation on the workbench with a description of a similar one. Services are still too book-oriented and tend to ignore human resources as sources of information.

It is evidenced by the tools, that is by the bibliographies, indexes, catalogues, microfilm readers, all of which presuppose confidence, literacy and a degree of expertise in technology.

It is evidenced by the buildings, which are too frequently imposing, deterring the hesitant, the handicapped, the barefoot; by authoritarian notices such as "Leave your bags here", "Silence", "Shoes must be worn"; by the open-plan design and self-service approach which has been found in supermarkets to confuse the uncertain and make them feel threatened; and by the air of general decorum and stuffiness.

It is evidenced by the "ownership" syndrome, "the duty to protect our own", the fines and the punitive attitudes over lost or damaged books; by the air of efficiency and activity that is unnerving to many, and can convey a subtle reproof to the unemployed or unemployable; and by regulations about dress and behaviour.

It is evidenced by the staff, who are, for the most part, educated middle-class, predominantly female, introverted, timid, quiet, not easily able to relate to the poor, the manual labourer, the noisy, the uneducated, the dropout; who are English-speaking; unable to converse in their own tongue with migrants whose English is poor or non-existent; who are humanities-oriented, baffled by the need to interpret the information needs of the industrial worker; and who are generally untrained in the skills of the social worker and the psychologist.

Action on information needs necessitates dealing with problems, information problems. Is the information need of the user who requests information on his eligibility for welfare really going to be filled by having you hand him the welfare regulations? Will he be able to interpret them? If he does, do they include all the possibilities? Can he work through the bureautic application maze himself?

It is further evidenced by the users.

"American, British and Australian surveys have established that the average public library serves no more than 20 percent - 30 percent of the population, and that this percentage often includes disproportionate numbers of students and housewives. A Gallup Poll conducted for the U.S. National Commission on Libraries in 1967, for example, found that only 30 percent of adults used public libraries; that only 7 percent could be considered heavy users; and that the adult clientele of public libraries was largely "upper middle class" in composition. The Poll characterised library users as more apt to be: women, young adults (21-34 years old); college-educated parents of two children; and in professional or white-collar jobs.

A large-scale study of library use and non-use in two English municipalities (Chester County Borough and Eccles Municipal Borough) undertaken by Bryan Luckham in 1966, showed that registered borrowers represented 25.6 percent of the adult population in Chester, and 24.6 percent of the adult population in Eccles. He also found that public library members were more than proportionately drawn from persons with extended education, non-manual occupations, and younger in age. The 'typical' library user is: rather more likely to be a woman; most likely to be under 40 years of age; most likely to have at least a partial secondary education; and, more likely, if employed, to hold a professional or 'white collar' job."[8]

Other significant factors to emerge from user studies are that over 50 percent are likely to be students under 25 years of age, and that use and availability of a car for library access significantly influences use (72 percent of adults, 47 percent of students in one Australian study). People of European origin are less likely to use libraries than Australians, who in turn use libraries less than people of British origin. Families with children are more likely to be library users than people who live alone.

Public library service has become more and more middle-class orientated. There are a number of very understandable reasons for this: middle-class groups tend to be better educated and more literate than comparable sections of the working classes. They are more conscious of the civic amenities such as libraries, and the value of using such amenities themselves and encouraging their children to make use of them. They are confident and coherent enough to insist that they and their neighbourhood obtain a good public library service.

Meritocracy and the Welfare State have transformed a generation of intelligent working class children into adults with middle-class attitudes, leaving much of the remaining working classes denuded of their natural leaders. The vast majority of public librarians belong to and identify with this large and increasing middle class. As a result, librarians tend to provide their best services where demand is most coherent and vociferous, and also where it is most obviously appreciated.

Most people do not perceive the library as an important point of information access, but rather perceive it as a storage and access point for books. Similarly, most of them do not visit the library frequently enough for the library to serve as a dissemination point for current community news. This, in itself, tends to limit the information service role of the library.

Yet, as a profession librarians are becoming increasingly concerned about the right of each individual to have access to information.

> "As society becomes more complex the individual's need to seek, receive and impart information becomes more urgent.
>
> Each Australian has an equal right to information regardless of the way or for what purpose it is used, or his or her economic or social status, educational achievement, geographical location, race, colour or beliefs."[9]

What changes can and must be made? Collections, services, tools, buildings can be modified, expanded and redesigned to encompass and cater for the "information poor" as well as the "information rich". Collections must include materials relevant to all sub-sets of a pluralistic society, and in all formats. Services need to include information and referral programmes, "outreach services", lending and reference outlets in the storefront, the marketplace, and mall. Tools must include more sophisticated technology: computer-based networks; telex; telephones; cable TV; processed information like slide/tape kits; literature searches; bibliographies; digests. The staff must be able to act as the interface between these tools and the users. Buildings must be welcoming and hospitable to all, must provide room for increased "extension activities", and must be sited in relation to areas of population density and greatest community use. Attitudes will have to change: custodial attitudes of mind; attitudes related to certain standards of dress and behaviour; attitudes on the functions and purpose of a library.

Administrative structures must be able to respond quickly to changing needs; flexible to new attitudes; prepared to be innovative and radical;

representative of user-groups and staff; adequately funded on an enduring long-term basis; and free from political interference.

Unfortunately, the majority of society is suffering from an information overload. Too much is hitting the senses at once. New ways of thinking and social structures which will help us to cope, sort out, and survive have not yet been developed.

Intellectual technology and the centrality and power of information contains the potential for great harm as well as good. Social scientists and communications theorists agree that some filtering is necessary in order to make the overload of information usable. Librarians have a vital role to play, a social responsibility, to work towards the invention of a future which is free and just for all. A participatory information structure may be the only antidote to the authoritarian potential of technology. Libraries are invisible: they may fast become obsolete unless they accept the reality of the information power they hold, and begin to use it actively and responsibly.

The public library, in terms of personal choice, civil liberties and educational potential should strive to become the chief free comprehensive educational agency in our society.

But in a country where free access by the public to its resources is part of the "open" society, the public library has another responsibility — to reach out to the individual in his own particular social situation, not merely in the confines of the library building. The function of a library and the right of accessibility to it are significant to all members of society, whether as individuals they make use of it or not. One of the greatest virtues of the library movement is that it is necessarily an instrument of liberty. Libraries must reach the 70 percent of people they do not now reach.

The library profession itself recognises its failures.

> "The Committee was also told that public libraries have not been responsive to the ordinary information needs of many citizens. It was argued that by neglecting to provide and disseminate information about welfare rights, housing, education, employment opportunities, health, transport and government sources of assistance, public libraries have failed to develop an effective problem solving service for the ordinary citizen. They have failed to provide the government documents, statistical data and other material needed by such bodies as local government councils and community groups for local planning and development. They have also failed to meet the particular information needs of the poor, the under-educated, the illiterate, those who do not speak English, the physically handicapped, the aged and the isolated."(10)

The librarian's role is therefore not simply to provide information in response to particular requests, or to make available material for those who need it, but to make the connection. The librarian is a whole person and his function to facilitate and promote the transfer of information causes him to touch and impinge on every facet of human life. There is literally nothing that is not relevant to the work of a librarian. The issue is not relevance, but usefulness. Libraries cannot stand aloof from the problems of the community. Unsolved human problems will not go away, nor will they remain neatly confined to their points of origin.

Now is the time for public libraries to show they are not moribund institutions sinking into obsolescence, but community catalysts. Librarians can and must move around their communities and listen to what the people need, hear what they want and then act to provide it.

New policies and programmes are needed, and a rethinking of libraries' values and purposes, of staff recruitment and training. Programmes are needed that are ambitious programmes demanding the enthusiasm and co-operation not just of library staff but of other agencies and the community.

Urgent changes must be made in: staff selection, education and training. Libraries must recruit from a wide variety of ethnic, linguistic and educational backgrounds and encourage staff not to take on protective colouration of groups. They must recruit for personality traits of an "agent provocateur." They must educate and train for roles as "barefoot information purveyors", raising the level of awareness of the people.

In the past, librarians have asked themselves how they can get people into the library. Now the question is: how can library resources be taken to the people? How can you take resources to people where they are so that they can use them as an integral part of ongoing activity — as pipelines into the fabric of life? In future, where the library stands in the community will depend not on its hardware or its organisation but on how much the librarian understands and commits himself to the aims and motives of his users, present and potential. The key will be, in fact it is now, not the library as an establishment, but the librarian as an individual. You must be prepared to become involved in the community, with its various groups, with the people in them whom you hope to serve. You must abandon your comfortable desks, your routines, your procedures, and seek out better means of relating to the community in the community.

Librarians will have to be vital, dynamic, extroverted, confident people, able and willing to identify and analyse problems and goals, initiate and carry through innovative solutions. They will have to be people who care about other people and about democracy.

They must be able and willing to serve everyone but see themselves as having a special brief to serve the "information poor". They should in fact be prepared to discriminate in favour of the socially and culturally disadvantaged.

The public library movement came into being to serve and help working classes to improve their education in the most liberal sense of the word, and to widen their outlook on life. Libraries should return to these principles and seek to redress the injustices suffered by those disadvantaged by lack of information.

Libraries and librarians have an active role, almost an evangelistic one, to go out into all the world and take the message of information power.

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Cooperative Information Handling: its Implications in Society

A Reference Idea that Works: The Bay Area Reference Center.

GIL McNAMEE
Director, Bay Area Reference Center.

The Bay Area Reference Center (BARC) was conceived in the minds of the administration of the San Francisco Public Library as a result of four events: The California Library Association's 1962 report, "A Master Plan for Public Libraries in California", brought state aid to California's public libraries and created "library systems." (This is similar to regionalization in some parts of Australia. Hereinafter when I say "system", think "region".) By 1965, there were five systems involved in cooperative library development. Dr. Lowell Martin was hired to make a statewide study to determine the adequacy of library resources, to set goals and costs for library services to meet the future needs of the public. His report was entitled: "Public Library Service Equal to the Challenge of California." He concluded that California had a definite "library lag." The study revealed that half the people in California lacked access to modern general library services. Since it is an impossibility to duplicate strong reference collections all over the state, Martin visualized a statewide library structure composed of five levels of libraries: Level I—Local Community Libraries; Level II—Reader Subject Centers, which would provide resources and services which more advanced and specialized users could not expect to find at the community level; Level III—Cooperative Library Systems in nine California regions which would provide for joint programs such as purchasing, cataloging, processing, union lists, storage, interlibrary lending and reference service; Level IV called for two Reference and Research Centers; an overall Level V was the State Library coordination.

His report was accepted and adopted with modifications by the California Library Association in 1967, in the report, "A Master Plan for the Development of Public Library Service in the State of California." By this time, there were federal funds just aching to be used by the library community through the Library Services and Construction Act. San Francisco requested a grant to test the long term feasibility of the regional reference concept — Level IV. In Lovell Martin's report — the center to be affiliated with one library system composed of 17 libraries immediately to the north of San Francisco. It was to be a two-year demonstration project. Today, ten years later, it is no longer a demonstration. We now have eleven affiliated systems, 80 public libraries and their branches serving 46 counties and a population of about 8 million. And in the last three years we have added about 120 special and academic libraries in the San Francisco Bay Area.

BARC has four component parts: reference referrals, the most important part: a continuing education program: a publications program; and a special and academic libraries program. I shall discuss these separately.

Reference Referrals

In California, reference referrals work in a strictly upward hierarchical manner. An unanswered reference question at a small community library would be referred to the next level within its own system. Quite often there may be two or more libraries at the second or Area Library level. For instance, one library may be stronger in humanities; another's collection may be better in the field of science. This often determines the direction of a referral. Failing an answer at the second level, the question is referred to BARC.

BARC has no reference collection of its own; instead, it depends on the San Francisco Public Library's collection which has more than a million volumes and approximately 8000 periodicals and serials. The government publications collection is considerable as well. We are not limited to the Public Library's collection, however. One survey indicated that BARC only used the collection for about 50% of the questions.

Our backup resources are considerable. Until this year, we had a contract with the University of California at Berkeley, and depended on their reference librarians after our collection and expertise were exhausted. We also could request that UC's 25 data banks be searched. This year, however, the State Library is attempting to provide the same backup that UCB did last year. It is too soon to tell whether this will work as well.

We also participate with nine other reference centers in the United States in a telephone hotline project with the Library of Congress. It acts as a "Court of last resort" for us on certain types of questions — legislation, bibliographical, quotation searching, for example. They do try to give us a 24-hour turn around time.

We participate in a network to the south of San Francisco, the Cooperative Information Network. Stanford University is a member of this network; consequently we can sometimes rely on its extensive collection. We have funds for long-distance telephone calls and teletype messages. It is not unusual to request answers from the New York Public Library, the British Museum, or any other place in the world that we believe might have the answer. If there is time we, of course, use the postal service. Replies to questions are made in the same manner, either by mail, teletype, telephone. If books are sent in reply, we use the United Parcel System or the Greyhound Bus Lines.

One of the most important resources backup is the ten-year information file we have compiled. It is usually the first place that the reference librarian checks. We find variations of the same question being asked over and over. Each answer is examined to ascertain if it should be entered in this file. We record where the answer was obtained, and in some instances, actually keep the answer on file.

In addition to information collected from actual answers, we add to the Information File names of subject authorities, special collections in special and academic libraries, little-known clubs, associations, government agencies, consulates, newspaper morgues, radio and TV stations. There is an extensive Subect Authority File maintained for the Information File.

Next year, we are considering entering this file into a computer or reproducing it on microfiche, in order that other librarians may have access to it.

One important contribution that BARC has made to Northern California librarianship is this: We stress over and over to Northern

California libraries, "Don't be limited by the four walls of your own library. For almost all questions, there is an answer, and if it isn't here it's got to be out there somewhere."

One of the biggest problems connected with the reference referral concept is communications. Although we do have some problems with our machines, I do not mean that kind. It's the "people to people" type of communication that can create real trouble. In the beginning, we soon became very conscious that we were librarians in a large city and we were dealing with all types of library personnel who had smaller, less sophisticated collections, and not much in the way of budgets for materials and salaries. How to convince them we were human beings and that we had the same kind of human problems they did? How to make them understand that we make mistakes also? Problems, misgivings, confusions can quickly accumulate unless you know with whom you're dealing.

Forms, logs, guidelines for reference referrals, had to be designed, and struggles with the meaning of the word "Rush" and "As soon as possible" had to be defined and agreed upon. Many other unforeseen matters attendant to a new and unique facility, had to be answered like "What about student questions?" "How much time to spend on a question?" and "What about the frivolous question?' We decided that rather than our making all the decisions that the people who would be using the facility (not just administrators) should help with the planning and the decision making.

We began a series of problem-solving meetings. Clerks, technicians and everyone concerned were invited. We felt, and still do, that anyone who has any part in the network operation, no matter how small, must be able to see the importance of that role in a total library coucept. These types of meetings were later refined and then developed into field workshops.

We began conducting orientations of our library. Many libraries in smaller communities have only one or two persons which made it difficult for them to have an orientation of San Francisco's library; therefore, our librarians would work in their library for that day.

There were good results from establishing close contact from the very beginning. When BARC received a question it was from a real live person and not just initials on a message. We made and kept many friends. We found some good collections and librarians who really cared about service to people. And you'd be surprised at how efficient a librarian can become if he or she knows that there is someone to refer the more difficult questions, particularly when they know they will not be criticized for doing so. The fact that the question has generally been worked on by two different librarians with two different collections, means that if the question reaches the center, it is quite a sophisticated one. The questions cover all subject fields. The majority of them are business oriented, followed by requests for bibliographical information and questions on history, quotations, how to build and repair and folklore and social customs. Sometimes the simplest request may turn out to be the hardest, such as, "What was the name of Pavlov's dog?" Never did find that one! Just before I left, I looked at some of the new ones. I noticed another we'll probably never find, unless it's by serendipity. Someone wished the source of the expression, "Home, James". Another person wants the names of all clothing store outlets that carry new merchandise which has been marked down by distributors. Another wanted to know the recipe for a food dish made with fish eyes. She thinks it's Oriental, or perhaps Eskimos make it, and the history and background of the club sandwich.

There are nine reference librarians. There has not been a great amount of staff turnover, so considerable subject expertise has developed, although we do not require such expertise when hiring. In addition to answering reference questions, the staff prepares bibliographies for publication and for workshops, edits the newsletter and acts as liaison persons for each library system and San Francisco Public Library Departments.

Each year we conduct a patron satisfaction survey. We have as our objective to have a 90% success rate. This year we achieved 92.8%. And since BARC's patrons, so to speak, are also the librarians who send in the questions, they were included in the survey; 98.9% of the librarians were satisfied.

BARC's reference service has served, we believe, to increase communication and cooperation among libraries and librarians, and is helping to meet the information needs of thousands of citizens who, because of their geographic and informationless locations are denied their right to such access.

Continuing Education

Staff development was included as a part of the original proposal, to train librarians to think in this new reference concept and also, to train paraprofessionals who are required to staff the service desk. It now extends to professionals as well. Usually staff training and continuing education are left to the individual library, who suffer problems of funds, lack of time, expertise, and, unfortunately, administrative priority puts staff training low on the list for unlike industry or government, libraries in the U.S. until recently generally have not given staff development much emphasis.

I have already mentioned work exchange and orientation tours.

The most exciting part of our continuing education program, however, is our workshops. One type is designed to solve library/system-oriented problems relating to the operation of a regional reference center; a second type is designed to survey new and "now" topics, to increase the expertise on all levels in handling a variety of subjects which reflect patron and librarian interest in little known fields; and to make better use of the reference tools at hand.

Interestingly, for the first couple of years, we naively felt that the workshop program eventually would decrease the necessity of referring questions. We found the reverse to be true: Those librarians which attended the most workshops were the ones who referred the most questions. Because of this, I add a fourth purpose of the workshop program: to make the desk worker more secure about "where to go" to get help, thereby encouraging greater use of the network.

For each of these workshops, we prepare kits containing bibliographies, source materials, and related subject materials. As speakers we use experts in their subject fields. Depending on the subject matter, all different types of presentations are used: skits, role-playing, slides, movies, panels, etc. Each workshop is audio-taped, and after it is transcribed and edited, it is published. ERIC also publishes all of our material in both hard copy and microfiche.

Some of the subjects covered by more than 50 workshops have been: business, religion, genealogy, legal reference, medical reference, politics, China, mental health, Information & Referral, collecting local history, publicity, how to serve the older adult, and how to serve the Spanish-speaking patron. Each year we conduct a training needs survey. The results of this survey are used in planning the workshops for the entire year.

One of our most exciting workshops is the workshop on "How to Give a Workshop". At this workshop, five or six groups actually choose a topic, prepare objectives, select the presentations to be used, and by the end of the day have a complete workshop planned. So far more than 150 new persons in Northern California are able to plan and conduct their own staff training in their individual system. or library.

In addition to major workshops, the BARC staff presents smaller field or mini-workshops. These usually cover such fields as how to cope with a small reference collection; how to conduct a reference interview; and the proper manner of reference referrals. Sometimes special subjects are requested by affiliated librarians, such as agriculture, government documents, and genealogy. We have found field workshops to be most effective in improving communications; they allow workers to meet their counterparts and they offer everyone a chance to suggest ways to improve procedures.

Workshops on genealogy, politics, and collecting local history have been very appealing to the general public, and they are invited, space willing, to attend. This has terrific public relations value and has done much to encourage the use of the library.

One of the principal reasons why workshops are low in administrative priority is the cost; they are very expensive. No one has measured how much it costs not to provide staff training; I'm sure it's expensive too. Our workshops vary from $2000 to $7500; the workshop on workshops cost about $2200, a low figure, but there was no extra expense for speakers. A well-planned workshop can be offered again and again, and the more mileage it receives, naturally, the less the cost. Considerable funds could be saved by libraries by the use of interlibrary lending of training tools.

There is also a need for continuing education in the areas of planning, measuring and evaluation of continuing education itself.

It is difficult to measure the results of staff training. Ideally there should be follow-up on each workshop about six months later. It is rare when we have been able to do this. We have received some voluntary feedback particularly from our Workshop workshop. It makes us very happy when we hear about successful workshops based on our outline. Finally there is no doubt that the large amount of personal contacts strengthen the network structure, and encourage easier use of resources by the understanding gained by sharing each other's problems. In the long run, the patron receives the most benefit by having more informed librarians in their local library.

Publications

In addition to the materials that are published for the workshops, BARC also does other publishing: *Update* lists turnover in office holders on the international, state and local levels, and provides for the easy updating of ready-reference sources, such as the *World Almanac*, *Government Organization Manual*, and others. This precludes the necessity of each library trying to keep up to date its ready-reference sources, and assures currency and reliable answers to such questions.

Our monthly newsletter, *BARC Notes,* contains a sampling of recent reference questions we have received, both answered and unanswered; a list of give-away publications from libraries; a selection of books on order for San Francisco; tips for reference librarians, and other reference news of Northern California. Recently, we added a column entitled "Continuing Education Exchange" which attempts to list all library continuing education events in Northern California. This has a twofold purpose: Not only does it group all available training opportunities in one place, it is current enough to avoid the duplication of workshops and seminars being offered in the same subject matter.

We also publish miscellaneous bibliographies, and union list holdings of reference tools like automobile repair books, business services, and others.

Special and Academic Libraries Program

I have previously mentioned the involvement of special and academic libraries in the project. One of our librarians is responsible for these contacts. We have a dedicated telephone line for these librarians to use to refer their questions to us. Special and academic librarians also receive our publications and attend tours and workshops. The BARC librarian visits these libraries and makes *quid pro quo* arrangements with them. She ascertains what they will and will not do for BARC, examines their collections, including all their vertical files, and later adds this information to our Information File. This particular program has been a very valuable addition to the reference network. We depend on their collections and subject expertise; they in turn rely on the BARC staff to answer the questions which lie outside their subject field. Thus, we ask the Bank of America complicated fiscal questions, while they ask us the author of a quotation, the President of the Bank wishes to use in a speech.

BARC has a small amount of funds each year to help build up the reference collection of the San Francisco Public Library. In order to reflect the needs of the referral libraries, BARC librarians point out gaps in the collection to the Director: he coordinates the purchases with the Department Heads and the Adult Coordinator.

That essentially is our operation at present.

We are still federally funded; however, new California legislation may place the operation under the State. Our budget this year was $339,000; $300,000 of the funding is allotted to salaries. We have little money for equipment, materials and supplies; however, our budget for communication and travel is good.

The amount of funds granted to us each year by the State Library who administers the federal funds is determined by our yearly proposal. Our budgeting is by objective. We determine our goal and the objectives to meet the goal. The tasks required to accomplish the objectives are then enumerated with the amount of salaries, operating expenses, etc., which will be needed to carry out the tasks. The objectives are based on: (1) input from target groups, which in our case are the librarians who refer the questions, and (2) certain requirements the federal government has each year, such as requirements to meet the needs of the underserved, the physically handicapped, ethnic groups, non-English speaking, and so forth.

We have ongoing evaluations of our work. I have mentioned the patron satisfaction survey; there are also individual workshop evaluations, the monitoring of statistics, a rather thorough quarterly report which demonstrates our progress, or lack of; and a unique system of self-evaluation. We try to use participatory management as much as we can and still comply with the rules of the San Francisco Civil Service Commission, the State Library, and the Federal Government. We meet together once each week, librarians and support staff, to discuss any difficulties each of us has; and to share appropriate news. I share news and communications from other Department Heads and the Advisory Council, downward so to speak; the staff, in turn, expresses their concerns which need upward communication. The reference staff also discusses individual questions and seeks help from each other on those which are presenting difficulties.

I would not want you to think that BARC has always "done it good", and never made any mistakes. We have always experimented with new projects and equipment. Some of these have been far from successful, unless one considers the knowledge gained from non-successes. A friend of mine says that he gets more out of the "how I did it bad", but he hardly ever hears or reads about that.

In 1968, we began a "Street Reference Project" in the worst Black area of San Francisco, on Fillmore Street. Since the people in that neighborhood do not use the branch library closest to them, our idea was to take books and other materials to them on the street, take any requests for information right there, and bring the answer to them the following day. Returned materials could be taken to the grocery and liquor stores nearby. The project lasted about eight months. Only a few questions were asked; very few books were returned. We blame its failure, not on the Black people we were trying to reach, but on ourselves. There was certainly a lack of supervision; there was a lack of training of the Black Library Technicians who worked the street; and, above all, administration completely lost interest in the project. Probably we can be forgiven, since, at this time, we were on virgin ground; outreach programs and the concept of information and referral were new to libraries.

BARC also was one of the first to experiment with a facsimile transmission network. We used four different machines in an almost four-year experiment. It was used for the most part to transmit graphic materials in answer to requests on a rush basis. There was also an experiment with interlibrary loan requests. Although there were some capabilities we wanted that the machine couldn't do, most of the problems were due to human error. We found there was generally a basic antipathy to machines by library workers. Studies also revealed they were not cost-effective. The BARC staff generally believed facsimile had great potential for libraries. Perhaps facsimile use on a national scale as envisioned by the National Commission, will demonstrate that we were right. BARC also placed teletype machines in some of the branches of the San Francisco Public Library to facilitate easier reference referrals to BARC. Here again, an aversion to the use of machines contributed to their eventual removal.

Although I do not like to believe that BARC's use of video was a failure, the fact remains that we no longer use it. We originally videotaped our workshops in order that we could more easily offer subject field workshops. We soon discovered there is a great deal of difference in listening to a live speech for an hour and the same speech on video. We had to learn, therefore, like the television industry has learned, to become adept at editing, and "voice-over" pictures. It requires a great deal of time and a video technician to really do it correctly, and with any style. We also found that too much effort was being put into video for the amount of use it received. We did experiment with a reference question program and had a Cable TV station who was willing to "air" it. Again, reference referrals were not being answered, and the backlog of questions became considerable, so we gave up the video portion of BARC. By this time, San Francisco Public had its own cable video project, and we transferred our equipment to it. It was exciting, and if we had been able to hire a TV editor or technician and had the time, we could have created some exciting programs.

We begin our eleventh year very optimistically. We are looking forward to more stable state funding for reference centers and also a state which is basing its library future on cooperative reference sharing and net working.

In summary, BARC

. . . has demonstrated that reference referral is needed in California and that the needed information can be delivered.

. . . has helped show that cooperative reference is more profitable to the library, the librarian, and above all, the user.

. . . has helped educate and train library workers to be more effective in their day to day operations at the reference desk.

. . . has demonstrated the value to library cooperation of good communications.

. . . has laid the groundwork for all types of libraries to work together towards a statewide reference network.

We feel that someday there will be a national plan for library service, and we are looking forward to becoming a link in a total national information network.

Could a BARC operate in some or all of the States in Australia? Many of the recommendations of the Horton Report, "Public Libraries in Australia" come very close, if implemented, to pave the way for co-operative reference. Recommendation 40 recommends that funds be provided to facilitate the initiation and evaluation of action research program and demonstration projects. It could be tried as BARC was tried as a two-year demonstration program.

A final word of caution: A reference network has to be motivated by people who want to make it work; human beings up and down the line who are cooperative and have good library service as their motivation, are genuinely interested in the users; have the knowledge to understand what the users want, and know how to go about getting it.

The Fair Garden and the Swarm of Beasts Revisited

SARA L. SIEBERT
Former Co-ordinator, Young Adult Office, Enoch Pratt Free Library

One afternoon in those far-off times, the early '30s, I joined the Enoch Pratt Free Library. I was a not-so-tender 13 years old, a late comer to this "Fair Garden" because my mother, a good and strong little woman from a solid family of German descent, was a firm believer in the germ theory. Public library books were handled by hundreds, she reasoned, and one might be subject to contagions from readers whose sanitary standards were not up to ours. Also there was the matter of walking to the nearest branch library and crossing a heavily travelled thoroughfare. Her only child would not be subject to such risks. Since the family were not totally unintellectual, I soon was aware that my desire for books would be met at Christmas and on birthdays and even times between from the book section of a local department store. At first this appeared a satisfactory arrangement, but one book led to another and another until the inevitable occurred when a friend loaned me a Nancy Drew mystery. Mother had not reckoned with the prolificness of Carolyn Keene, author of this very popular series. I wanted all of them. In addition, the Great Depression was at its height and the family, although hardly destitute, looked for ways to retrench. This ill-wind, hard times, blew me a great good, aided by the opening of a large, new Central Library not far from my junior high school. Here was a pristine, white building filled with books, largely new ones, unsullied by grubby hands — or so my mother reasoned.

My father drove me to the children's entrance on Mulberry Street. I dashed into the room, signed the application, rushed out to the car for parental signature, and then whisked back into the building to begin my search, for I knew exactly what I wanted — a Nancy Drew mystery, "The Motor Girls in the Argonne Forest" and Lowell Thomas "With Lawrence in Arabia." One little beast had invaded "The Fair Garden," so called by one Jared Bean, librarian in the colony of Connecticut in 1773 who admonished his fellow librarians not to throw their libraries open "to the ravages of the unreasoning mob", and specifying that "no person younger than 20 years (save if he be a student of more than 18 years and vouched for by his tutor) is on any pretext to enter the library". And Jared continued, "Be suspicious of women. They are given to reading frivolous romances and . . . their presence in the library adds little to . . . the aspect of gravity, seriousness, and learning which is its greatest glory . . . ."[1]

Fortunately for me, Joseph Wheeler, the librarian who made Pratt one of the greatest public libraries in the world, was not of Jared Bean's school. First of all, I soon found that the books I wanted were not in the Children's Room and only one of them, the book about T. E. Lawrence was in the adult collection. I was bewildered and dismayed. Wasn't this the library that had all the books you wanted so that you did not have to buy them?

To her everlasting credit, the children's librarian at the low charging desk picked up a phone and called upstairs. In minutes, a young woman appeared who led me up the steps to the Central Hall, across to a department called Popular Library. I repeated my request, which she did not take time to answer. Rather, with the tone of a hunter who had bagged a 24-point deer, she informed a colleague at the desk, "Here's one for Margaret Alexander"! And she escorted me to the lady at the rear of the room.

I did not understand at the time that forward thinking and canny Joseph Wheeler had issued a directive to the effect that any child who wanted a title not in the Children's Department, with the permission of the children's librarian, should be allowed to borrow one such book from the adult collection. Also, he knew that children sometimes needed protection against their would-be protectors. Needless to say, this ruling was not voiced about by children's specialists who felt they could serve the kiddies on their own and the adult specialists who made no bones about their mission to serve "serious adult users."

Joe Wheeler went further than to give youth access to this adult garden of knowledg[illegible] hired an attractive, wiry Texan, Margaret Alexander who was to [illegible] with youth, specifically the teenage, 14 to 18, in a very positive way. Her background and professional life is described with humour, charm, and know-how in her book, 'The Fair Garden and the Swarm of Beasts." Her early life on a west Texas cotton farm gave her the stamina and her experience as a Latin teacher in a high school near Baltimore, the understanding for the job of young adult specialist in the new Central Library, later the head of the Young Adult Department (I should explain that this never was a department per se, rather a showcase collection) and a little later as Coordinator of Young Adult Services. She had been fired from her teaching job when she lashed out at a principal in defense of a student whose crime she believed did not fit the punishment meted him. Joseph Wheeler was noted for spotting both genius and beauty at the wink of an eye and was not phased by Miss Alexander's tale of insubordination. He hired her. Margaret Alexander soon was "in business" collecting readable adult books for the shelves at the rear of Popular Library which might be of interest to Baltimore teenagers. Here were Elswyth Thane's "Cloth of Gold," Vera Brittain's "Testament of Youth", Agatha Christie's "Murder on a Calais Coach", Richard Halliburton's accounts of personal adventure and daring-do all over the world, and, yes, here it was, "With Lawrence in Arabia" for this teen-age patron who did not find Nancy Drew or the Motor girls in Pratt. Indeed, Miss Alexander "caught" me with Thane and Brittain. And she caught thousands of other youths as she talked about BOOKS both in the library person to person and out speaking in the secondary schools of Baltimore. Using well termed, enthusiastic introductions, she stressed the FUN in FUNDAMENTAL long before "Reading Is Fundamental" became the bywords for a current campaign in the US. to capture children and younger teenagers for reading. She liked youth, was their prime champion at Pratt and knew what they were looking for. And she never allowed them to escape without some thoughts beyond the obvious.

On what had become a weekly trek to the Central Library, I stood in line at the return desk. In those days, the professionals took their turn at the Central Hall service desks. Although few made much use of the time beyond the perfunctory "charge-in" and "charge-out" motions, Margaret Alexander was different and as she manned the return desk, she looked over the titles which were returned. One of mine was the autobiography of a German aviatrix named Ellie Beinhovn. The exact title has vanished from my memory, but not the subject because of the exchange which followed.

"What did you think of Miss Beinhovn's book?" Miss Alexander queried.

"It was wonderful. You know she met Richard Halliburton on one of his trips," I answered. Only it was *the wrong* answer.

There was silence for a second and then she continued, "Don't you think she uses 'I' a bit too much and obviously likes to call attention to herself?"

"Well, she's writing about herself, so that's the way it's bound to be", I retorted, a little miffed that Miss Alexander was pricking my heroine's balloon.

"She's sympathetic with the Nazis and a friend of Hitler!"

"Well, she's German," I tried to counter.

I left the return desk a different Sara Siebert than when I approached it, frowning and with a confusion of thoughts which did, after a time, sort themselves out.

There were other encounters with the lady who seemed to know the insides of every book in the library. Because I had a crush on everything European after a "grand tour" in 1935, Miss Alexander was determined to interest me in the background and flavour of the good old U.S.A. with novels depicting the pioneer spirit — Cather's "My Antonia", Rolvaag's "Giants in the Earth"; and her personal feelings for the earth as a renewer of the spirit also were evident in books suggested to this city girl born and bred — Gladys H. Carroll's "As the Earth Turns" and Pearl Buck's "The Good Earth". Here she did not succeed immediately. "I don't like 'earthy books'" I would explain and left them behind. But years later, when I was busily reading for her requirements as a young adult librarian, I finally read them. Their strength and beauty did impress me. I, in turn, began pushing the pioneer spirit to young patrons in the "little Poland" of Baltimore.

On one visit, Miss A. dressed me down for laughing at that historical "soap opera" (so termed by me) "The Cloister and the Hearth" and indicated that my funny little enactment as I talked with her about the scene in which Brother Gerard, preaching in a Flemish Cathedral, recognizes the girl he loved, impregnated and left years before, simply showed that I had not lived, loved and lost for in life there is such tragedy.

Today I think of these encounters and realize that the philosophy and goals of Margaret Alexander Edwards and the Pratt Young Adult Services were and are very much in line with Kafka's high-blown statement that ". . . a book should serve as an ax for the frozen sea within us."[2] To present books — or library services — so that they contribute to the broadening and the maturation of youth is one of the big reasons for libraries to provide for special focus on the teenage.

There is another reason which Mrs. Edwards espoused. That is "reading for the sake of reading" or simply reading for pleasure, on an equal footing with reading for information. Dr. Steven Muller, president of Johns Hopkins University in Baltimore, in his last report to the University writes of the lack of pleasure in learning. Of course, he was talking of the academic scene, but one can substitute "reading" for "learning" and come out with the same idea. He said: "Our society tends to treat knowledge as a commodity whose value depends on its utility rather than treating knowledge as an end or good in itself . . . . Social pressures have removed the incentive to learn as well as the intellectual joys of learning, so a type of schizophrenic behaviour results. For recreation and relief these exceedingly bright, gifted, yet hard pressed young people turn not to any pleasures of the intellect, but mostly to frantic, mindless physical diversion . . . . What is missing . . . throughout American life" . . and I would guess Australian, although I hope not . . . "is the intellect at play, the joy of learning not for economic gain but for relaxation, the integrated personality whose learned knowledge serves both vocation and leisure . . . ."[3] Sadly, we found that Dr. Muller's premise extended at least down through the 9th grades in the Baltimore public schools. Just before I retired, a survey was taken of the effects of Pratt book talkers and programs in the schools. Questions were directed to selected 9th and 10th grade classes in selected schools which might illuminate current feelings about reading. Is reading important? Ninety-six percent said "yes". Why is reading important? Seventy-seven percent indicated to get ahead in school and in a job. Both of these thoughts are utilitarian. Only 3% of the answers indicated "fun" as a reason for importance. About 15% thought of reading as a "broadening" agent and 5% simply took reading for granted — like Leigh-Mallory took his mountains. These figures are for the 9th grade survey. In the 10th grades the figures looked better. Fifty-four percent of the reasons were utilitarian; 8% indicated "fun"; 32% thought reading was broadening (actually this word was not used on the questionnaire, but the answers indicated that the students were reacting to the Pratt YA philosophy); finally 6% took reading for granted. I like to believe that the changes in reasons given for the importance of reading between the 9th and 10th grades was the result of stimulation from the Pratt librarians both in the libraries and in the schools and that possibly we have, to some degree, sowed seeds for that "integrated personality" for whom knowledge (and reading) "serves for *both* vocation and leisure."

The aforementioned Dr. Joseph Wheeler, who thought sharply until the day of his death, wrote a Columbia University doctoral student in 1970: "The present need for real YA services is greater than ever in face of more distractions and anti-reading pressures". He noted that a lot of administrators confuse it "by trying to include high school reference work and school connected reading which are not natural parts of real YA work". (I would add here although a basic part of public library service). Dr. Wheeler continued: "The chief motive in confusing YA and reference work is the attempt to economize on trained salaries. The results tend to be disheartening; for two entirely different objectives and two different types of book knowledge and skills are involved."

What is involved in a service to young adults?

Libraries should aim to introduce them to all types of library materials, especially books . . . which enable them to find self-realization, to live in their communities as citizens of a democracy, and to be at home in the world. The age level for this service should be open ended since boundaries of adolescence vary with the individual; since physical maturation begins earlier every year; and since modern communications have helped to speed up both emotional maturity and intellectual awareness of forces at work in the world. Generally young adult services are geared to the secondary school age, overlapping somewhat with children's at one end of the range and those for adults at the other end. They should serve as a liaison between youth and the resources of the library.[4] With a few additions and minor changes, the above is the Pratt statement for young adult services. Four factors are necessary to implement it.

1. A YOUNG ADULT LIBRARIAN

A librarian with a focus on youth is the prime factor. I shall not delve into administrative setups because cities, regions, counties, towns have different needs and resources; but some one person or persons in a system should be responsible for and, as nearly as possible, be free to direct attention to this age group — as a single specialist, as a regional coordinator who can stimulate action in a number of units which cannot afford a YA specialist, as a coordinator or chief of service who can train specialists in the agencies of a large system. And this person or persons must be a paragon. Paul Zindel, author of "The Pigman" and other teenage novels, award-winning playwright and former biology teacher in a Staten Island high school, describes the task of reaching youth. It is "herculean", he says. "First of all, the librarian must be a youth specialist. Next she must be aware of what is happening in all media . . . . She (he uses she for librarian, but later explains that this goes for the 'he' librarian as well) must know the effects of films on the kids — what is honest and what is the work of commercial cinematic whores. She must know when a segment of a TV show is going to have an impact on the young and why. She must learn their language, but not use it. She must know what is good and what is rotten in a pop song. She must know the under-current of the music — its secrets and exploiting overtones. She must dominate the media in such a way that she can grab a kid and say, 'Look you dummy — look how Hollywood and fashion designers and record pressers and hordes of soulless people are sucking money out of you' . . ." He suggests that librarians lead youth "to books which will begin where they are and widen their areas of understanding. If the book you need for a young person has not been written yet, then while you're waiting let him talk to you. Let him know that there are people who care — who may not know every answer, but who share with youth a great joy in believing that life must be an adventure lived bravely, fully, and even courteously."[5] I want to add that a librarian can only lead youth to books if they have read them themselves. Today so many crisp, smart, would-be librarians think they can serve young adults without reading and tend to make excuses for the lack of readers' advisory work because of the pressures of school assignments, discipline problems, and active participation in professional organizations. Materials, especially books, are basic to our being and that means that these specialists must read on their own time, eat their spinach first, prove themselves as genuine floor workers and book talkers before soaring towards administrative heights. I should make it clear that YA librarians often learn to know young patrons by doing skilled reference work with youth. But this is only the beginning of a service which goes beyond getting the facts.

2. BOOKS

What about the *books* themselves? Young adult collections vary in style and size. Some are comprehensive, attempting to serve school needs as well as recreational. Some are merely a section of junior novels. I believe that the collections should be "showcases" loaded with popular adult and teen-age books, heavily sprinkled with sex books, and other subjects of immediate interest to youth in both hardback and paperback. They should include select titles which may be limited to so-called better readers. These books should say something positive to youth or make them think or laugh or cry; books for which we, as librarians, can stand against all critics, especially the mamas and papas who are sure that their children can be ruined by a book. We must be very sure as public young adult librarians that we are responsible to youth and not to parents. But, of course, it helps if the parents admire us and believe in the books that we push. We don't tag books YA for the sake of stirring controversy and appearing "with it" with the kids; but we must take a positive stand for titles which we believe honest and important. This is not always easy. Just a few years ago, I added Eve Merriam's neat, well conceived, strikingly designed volume of ironic verse, "The Inner City Mother Goose" to the YA collections. I knew full well that the book would be controversial hitting as it did at the middle class who turned their eyes from inner-city wrongs, inadequate housing, unemployment, overcrowded schools, corrupt policemen and politicians, graft, drug traffic and many other ills. I, who happened to be the reviewer, weighed the minus points against the plus. The author's intent was reform. The book would make a reader aware of "the forces at work in the world". It would "widen boundaries of thought and possibly help break down intolerance". Obviously, the adults in Baltimore did not see it in this light. For when an eight-year-old inadvertently borrowed the book on his sister's card — and his father, a printer at the local *Sunpapers*, happened to read it with shock because of the misapprehension that this was a book for young children, the fireworks started and extended into the Baltimore City Council and the Maryland State legislature. Politicians, parents, reporters, John Q. Public, and Pratt librarians were a part of the display which made the papers throughout the United States. But I was right to add that book because youth, 14 - 17, did understand it and some of them made statements, usually written ones, concerning the book such as:

> "If the library bends to the pressure of the defensive few who refuse to concede reality, if the library chooses its books to avoid controversy . . ., if the library agrees to conform to a vision of life with blinders — only then should the library be censured . . . ." 11th grade student.
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> "After reading 'The Inner City Mother Goose' . . . it is in my opinion that the controversy has arisen over the attack upon the governmental system of dealing with the inner city . . . . In trying to ban this book I feel that the system has shown . . . its feelings of guilt . . . .
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> "Just as people outside the ghetto, inhabitants of the inner city hate crime, drug traffic, and crooked businessmen. But they have less power and this book just gives them a little more." 12th grade student.
>
> "I don't think that the book should be limited to any specific age group. There are too many facts being kept from children now . . . . I don't believe there is a Black child over 5 years of age that isn't aware of these facts . . . ." 10th grade student.

Youth are wonderful! Librarians do well to let them help review books. They may be brash and, as John Ciardi has put it, too "full of intellectual certainties".[6] But they are smarter or more aware than their parents and adults think they are. Many of you may remember the interview with Otto Frank in the documentary film, "The Legacy of Anne Frank". At the end of the film, Mr. Frank said that even though he was on good terms with his daughter and thought he knew her well, when he read her diary, he realized that he hardly knew her at all. ". . . I was very much surprised by her deep thoughts, seriousness, and self-criticism. The diary showed a very different Anna from the one I knew . . . . I believe most parents do not really know their children . . . ."[7]

3 YOUNG ADULT AREA

Give youth a special setting in a library. No matter how small it may need to be, the young adult collection should be a colorful beacon somewhere in the adult section which invites browsing and can easily be seen. It need not be large. It may lure adults and children as well. This is a tribute to its content. Sometimes we hear from the kids that they want a place of their own. Teen-age lounges in an under-used auditorium or back room were tried at Pratt a few years ago. They allowed for very informal programming, magazines and paperbacks, rap sessions, and chit-chat. They served a need in some areas where the "hangers-around" had nowhere to go. Here was a chance to serve the non-traditional, non-library user while drawing him into the traditional service. Here is a part of the new ball game of which I shall speak later.

The lounges did pretty well for a while; but when the soft spring breezes blew, the youths blew out. And there had been problems with which the librarians, even the young adult specialists, found it difficult to cope. The youths, in some cases, were given the responsibility for the deportment of their peers. Rules were fixed and sometimes adhered to. Cooperation came from street club workers. I was very much "with" Jill McCullum when she wrote in the *Australian Library Journal*, August, 1974 of an attempt to tame and serve a bunch of teen-agers who harassed the John Drysdale Library in Geelong; for the public library is indeed a kind of neutral ground for potential or real troublemakers.[8] Certainly librarians try to know them, talk to them or outtalk them when they direct their frustrations at you. Smile with them. Never show annoyance. Care about them. Be firm and fair. Jill and company tried all of these things plus the police — and sometimes one has to call them. The frustrations of her situation, which almost disrupted the entire library, tended to dampen her sense of humour, but her motive and objectives were right.

In spite of problems, teenagers should have a special place in every public library in addition to access to the adult collection, though not necessarily a lounge unless one is prepared to staff it. Rather, a section should be equipped with a record player or tape deck, records and tapes (if they will not be ripped off immediately. Sadly, this is the case in Baltimore), a rear or sideview projector for "on the floor" screening, magazines, popular paperbacks, displays, bulletin boards and lists geared to the young adult. And this section should highlight books.

4 SCHOOL CONTACTS

Young adult services will wither on the vine unless librarians leave their hothouses and venture into the fields beyond where the youth are, be seen and recognized outside the library with something to offer. Let's face it, the great majority of youths are not in the public libraries. Put your efforts where the kids are — and the majority are in school. Become an integral part of that team which includes the English teacher, the head of the English department, the reading specialist, the school librarian. Since 1934 Pratt librarians have promoted reading in a school setting. Techniques have changed with the times and by necessity, but our aim is the same — to make an impression in a relaxed, informal way, that reading is fun and to motivate these kids, many of whom think they are too busy to read for pleasure or who look at the librarians and books with a jaundiced eye, to borrow books now from the school library collection, or from the special paperback display brought into the schools by the public library, or (if they really are motivated) from the nearest public library or bookmobile, or to buy books on their own. Of course, all of us look for increased circulation in our particular library. After all, that is what the politicians look for when allotting budget moneys. But our objective is to make readers irrespective of where they obtain their books. Immediacy is imperative when providing books after talks. When the students react and want that copy of "Walls" or "Wuthering Heights" or "Durango Street", it must be available. Of course, paperbacks are the answer. Stock "talk" books ahead of time, and be prepared for the onslaught which the talks create.

What do we know about the effects of book talks? Ten years ago Pratt surveyed a selection of 10th grades in the public schools. We guessed that the response would be very good. It was. Just last fall and winter, we again surveyed a selection of 9th and 10th grades concerning the talk program. Because the educational scene in Baltimore was fraught with problems during this time; because we knew that the reading ability of the local teenagers had declined considerably, we feared the worst. If you will believe the kids from good, average, and poor classes, and I believe one can, we averaged out very well in 1976-77. Over 95% of the audience surveyed like the period. To quote one 10th grader: "I would like to say how enjoyable and humorous it was. Presentations indeed do not have to be dull". Eighty-five percent said they wanted to read one or more of the books mentioned. Most important, 50% percent said that they had done so when classes were given a follow-up questionnaire some four to six weeks after our visit. Over 93% indicated that they had enjoyed what they read. Where did they get the books? School and public libraries almost shared first place. But a good number indicated that they borrowed from friends or bought their own.

In Australia, I would guess that your scores would be higher — given the right elements which make up such a program — skilled speakers, books in hand, a list which reminds students of books featured during the talk — and a non-competitive, congenial association with school personnel. It is the good teacher who sets the stage for talks by "outsiders". But very often if talkers are good enough, they can capture the attention of a totally disinterested class. And if the students are not illiterate, they can be sold on the pleasures of this intellectual pursuit which is our big business.

Today, librarians in general, and particularly those who deal largely with the school age population, face a new ballgame. I shall point out some of the obvious plays — and how Pratt has dealt with them.

1 YOUNG PATRONS WHO READ POORLY

The "Fair Garden", which rightfully welcomes all comers and sends out tentacles to entice "the beasts" through the gates, now finds that these beasts do not read or read so poorly that a simple teen-age novel turns them off. It is so much easier to flip a switch and look and listen for entertainment or even information than to make one's brain react to the squiggles on a page of printed matter. And lately there have been indications that some educators feel that the ability to read is not essential. About a year ago, the librarian at a community college near Baltimore, wrote a feature article for the *Sunday Sun*, "Here's One Reason Johnny Can't Read". Mr. Foster quoted a city school superintendent: "I am not convinced everyone has to read. We have left the age which began with the Gutenberg Bible. The future belongs to multimedia. The language of the future will be Fortran and Cobal, the language of the computer".[9] Closer to home, for me at least, was a letter to the editor of the *Evening Sun* from a Baltimore English teacher which indicated that forcing a slow student to learn to read was cruel and unusual punishment when there are other means of communication.[10] Although I try to understand these opinions, and am very interested in films and other audio-visual advances, I simply do not agree with the above mentioned educators for the only kids who cannot learn to read are those with certain psychological problems and/or physical problems of sight. In Baltimore, at least, thousands have been graduated from high school without the proper ability and into a world of work, as technical as it is, which wants readers. A tragic situation has resulted which bears directly on the crime rate in our city.

Whatever the cause — the schools, television, lack of parental control, lack of incentive to learn (and it probably is a combination of all of these factors plus a few others) — the libraries of large cities in America must face this situation with some positive action. Pratt YA collections stock easy books on a 2nd to 4th grade level for junior and senior high school students to serve as a "come-on" as the library adheres to its philosophy that reading should be pleasurable; that one must take youths where they are and move upward from there. Libraries, too, have become a neutral ground for the teaching of reading to all comers, but especially for those 16 and above, turned off by school and unable to get along in the world. Automated equipment as well as tutors and reading specialists are employed. A "Learning and Literacy" program is in action.

2 LACK OF FINANCIAL SUPPORT

A serpent called "Inflation" has plagued the Fair Garden for some time. Salaries, cost of materials, running expenses have soared while library budgets, with notable exceptions, tend to retain a holding pattern. Fortunately for young adult librarians, the teenagers prefer paperbacks to hard cover books. One can buy five or more paperbacks for every hardback. Fortunately, too, these cheap editions appear relatively soon after the hardback edition hits the shelves of the library, especially if the book has been made into a movie. Pratt YA collections buy new teen-age or juinor titles in hardback and review likely adult hardbacks; but they tend to wait for the paperback before pushing the book in the schools — and a book dubbed YA is usually a sure candidate for the paperback lists. About 75% (a rough guess) of the budget allotted for young adult collections, and about 85% of the replacement money, now goes for softbound books.

Personnel wise, we are not fortunate. Library personnel tend to resist the reality of the fact that in times of tight money and personnel freezes, they sometimes must wear two hats, even three. If a program is to continue effectively, they must. Since young adult services points towards adult usage and readership, many librarians now are termed A/YA. These "split persons" work as well as possible if they enjoy all kinds of people, read fast, and apportion their time for programming between age level services or towards pressing needs and the most obvious audience. I have seen, all too often, sour faces, fatal when dealing with teenagers, and heard loud protestations to the effect that they "were not hired to work with teenagers". It is in such a situation that the need for persons with "know-how", experience, clout, and administrative status is imperative — someone to train, to help with programming, to act as a stimulator, to provide a source for initial selection of materials. The personnel situation at my old bailiwick is dire, but YA services continue because we have such persons.

3 OUTREACH

Writing about her experiences on a horse drawn bookwagon during the war years, Margaret Alexander Edwards concluded: "I doubt if libraries will ever get books into the hands of the masses . . . until they get out of their institutions and onto the streets . . . ."[11] For three long, hot summers, she led other hapless young librarians like myself who never had rubbed shoulders with denizens of the Baltimore ghettos, both black and white, much less seen the insides of a slum dwelling or room. We knocked on doors, climbed to fourth storey rooms, wandered through back alleys, told stories sitting on curbs, engaged elderly stoop sitters in conversation, held babies while the mamas signed up for the first time. We became book "Arabs", a word used in Baltimore for hucksters who cry their produce—"free-esh feesh", "straa-berries", "water-melons", through the back alleys and streets of our town leading a horse which drew a painted wooden wagon. The librarians rang a bell rather than compete with the authentic hucksters. At least during three summers, they met the masses. It is doubtful that they created readers or even library users. But Pratt left a hoof mark on the streets of Baltimore, and, 22 years later, it heeded Margaret Edwards' cry of "onto the streets"! with a full-blown, federally funded Community Action Program which included a small wagon powered by gas rather than hay and oats. The librarians got out of their comfortable middle-class corners and attempted to relate to a public whose first need was hardly a good book to read. And just two summers ago, a bright yellow van (rented) called Van Fare, loaded with paperbacks, lists, giveaways, records, popular films, handicraft materials, a camera, tape recorder, film projector and small sideview screen courtesy of federal funds — multimedia we were — took to the hot streets specifically where children and youth tended to gather. I had forgotten after 30 years just how gruelling this activity could be. The horse of long ago, "'Liberry" was known to slip and fall on the streetcar tracks; Van Fare's water hose tended to collapse and it once was nearly inundated by a violent cloudburst and flash flood. The game was different because we saw few adults among the 4000 youths; and the children and teenagers of the so-called disadvantaged neighborhoods wanted to make "eyes of God", wanted to talk, wanted to look at "Free to Be You and Me", and "The Harlem Globetrotters", wanted to snap pictures, rather than read. But talk books we did, and circulated over 1000, a good number — considering that most of our special stock, ordered well in advance, did not arrive until Van Fare went off the road. We met young citizens who simply did not use the nearest branch library. We were "the library" to the children of the Wagner's Point laborers. And when we visited the junior high school which they attended, some of them remembered us and asked if we would be coming back next summer. Sadly, we did not because government money had nearly dried up. The future looks hopeful. We are pushing for small mobile units to replace one of the huge tractor trailer bookmobiles. Urban services, now an integral part of the system, still operates a van in the inner city. We shall stay "on the streets."

4 NON INTELLECTUAL PROGRAMMING

For years, any library worth its salt has tried to provide programs of interest to youth — sometimes the youth helped plan the programs. Discussions of books, drug, sex programs, self defense demonstrations, poetry readings and contests, chess instruction, hobby group sessions, film showings, and writing film criticism clinics — all seemed a species of programming related to flowers in the traditional garden. Today we have some exotic plants (some would mistake them for weeds), non-intellectual activities. For with fewer readers (I should say now that the young people we captured with books, and convinced that reading was an activity to be sought after just a few years ago, have moved their families to the affluent counties surrounding Baltimore where traditional library services are going strong). But in the city with fewer readers and fewer persons with needs and desire of traditional library service, the librarians, sincerely hoping to relate to their public, are grabbing at many straws: handicraft instruction, drama groups coached by the young adult librarian, baseball teams sponsored by the children's and young adult librarians in branches, photography contests, fashion shows, make-up demonstrations, talent nights (these pack the meeting rooms in branches where the only real business comes from school assignment requests), clubs which feature everything but books, sports demonstrations. Some of the energetic young adult librarians at Pratt are certain that such programs and activities at least will show the "new" breed of beasts that Pratt is "with them" and that this is the only means to bring youth to the library where they then can be introduced to traditional library services and materials. I am not so sure that this is so. Indeed, we see people that we have never seen before; but the contact usually ends after a one-shot program or series of programs. And I think of the time and effort which goes into such programming. As viable as such programs may be, if staffing is a problem, and it usually is, put the same time and effort into basics like knowledge of materials, informal teaching or tutoring for reading excellence, expert reference services, book talks and library publicity in the schools and on "street corners" with materials in hand and a belief in them.

5 INFORMATION

"Information" is the magic word today. Suddenly, libraries have discovered the fact that they should be the source for facts, figures, and directions and not just those found in traditional library materials. "Where can I buy bus tokens?" "How do I get to Sandy Point Park?" "Where can I see about a summer job?" "Where can I go see about not having babies?" In some library systems a "hot line," or crisis center mainly aimed at youth, involves quick information and referral when specific professional help is deemed necessary. All this requires a sensitivity towards people and the ability to draw them out. In Baltimore, we have left the "hot line" to other social service agencies, private as well as public, and directed our energies towards INFER (Information for Every Resident) which is no more than an extension of a long established reference service, specifically telephone reference since it uses the telephone reference phone number. The beauty of the large file of agencies, individuals, clubs, etc., also arranged by subject, is that it is kept up to date by a staff with time to do so, and it attempts to follow through to insure that inquirers receive the right answer and aid. Of course, the great portion of teen-age use of telephone relates to school work. Years ago, librarians tried to identify "school questions" and then inform the youth, eager to get the answer in the quickest, easiest way possible, that they "must come to the library to do their work" — work which might mean the names of state senators or the largest wheat-producing country in the world. Happily the school kids now are equal citizens. But my worry is that so many library administrators think that getting the answer — or reference work — is more important than the promotion of reading. This is what Joe Wheeler was bemoaning. This also is what Helen Modra touches upon in her perceptive, well written article, "Some Thoughts on Public Library Services to Teenagers" in the *Australian Library Journal,* May, 1972. She calls attention to the difference between wisdom, knowledge and information. Information is "a concept we like in libraries because it is concrete, it gives us something to hang on to, and we have found ourselves to be fairly good at providing information service. But surely the art of librarianship is more subtle than this? . . . ."[12] The wonderful compact reference collection and files should be to information what the young adult collections should be to recreational reading for youth. They should be on an equal footing. The former provides immediate needs and answers; the latter provides intellectual entertainment with long range goals affecting the development of youth. Keeping this balance in mind, libraries should pursue their informational function using all the technical advances their budgets will allow.

6 AUDIO VISUAL EXPLOSION

The audio visual explosion is with us and in many ways it is exciting and good. Young adult programming leans heavily towards the audio and the visual. One of the hits of the "new ballgame" at Pratt has been two funny slide shows, one of which plugs "What's In It for You at the Library" and the other states emphatically "Whatever You Do, Don't Read" while implying just the opposite. I have read that youth do not understand or like irony or satire. Indeed, they do, and more often than not they laugh in the right places and get the point of these sophisticated slap-stick shows which now accompany every book talk session in the schools.

The use of films has snowballed in the last 15 years. Every library has had wonderful film and discussion programs with resource persons to answer questions on various subjects — sex, drugs, rape, the occult, to name a few. There is no question about the future of this media; but I am not convinced that this wonderful art form, which does your creative thinking for you, should supersede or even be on an equal footing with printed media. I also hold young adult librarians suspect who believe they are fulfilling the intellectual and emotional needs of youth by flipping the switch to show "Olga" or an old Laurel and Hardy comedy or "Braverman's Condensed Cream of Beatles' as excellent as they are. It is easier to sit in a darkened auditorium or meeting room and think beautiful thoughts than to stand for five or six periods during the school day and give a fresh, lively performance which compels students to dive for the books. Nor am I convinced that one can substitute film or print with the idea that the young patron, limited by virtue of background, economics, brains, lack of incentive, etc., can "look" and learn or be entertained.

Some years ago, a young adult librarian in an upper middle-class neighborhood, with the help of her patrons, planned a splendid summer series of books, films, records, and discussions based on the subject "Man's Inhumanity to Man". The series was a success in that it stimulated thought and excellent discussion. When the same librarian was transferred to an inner-city branch and was faced by hordes of young non-readers who only used the branch as a hangout but did attend many film showings, she decided that this was the bunch who might be motivated to do more than just "look". Why not show films a little removed from their normal "field of vision". Bullfighting, I recall, was one of the subjects. It contained enough action, color, and gore, we thought, to at least capture the attention of this audience. The name of the game was "Be A Critic". A local movie reviewer, who knew how to talk to teenagers, led off with pointers and some criticism of his own. The kids came to the first program and looked. That was all that happened and the attendance dribbled off with each succeeding program. There were no discussions, much less criticism. Because these teenagers read so poorly, they simply could not verbalize even in their own street lingo. Indeed, for them the media was the message and that is about all. And I am also not convinced that library films create readers — with the notable exception of commercial movies which do bring a heavy demand for their printed predecessors or the books written from movie scripts. Actually, I do not believe they have to. Rather, take a good film at face value as it provides information and entertainment, remembering the one serious lack already implied, *that of limiting the development of imagination.* A steady diet of audio and visual in both school and public libraries could accelerate the run towards 1984 á la Orwell. Very recently I heard a popular young professor at Goucher College near Baltimore tell her audience that weapons or inventions will not "kill" us. Rather, it will be the lack of imagination. And the outlook, she said, was dim. The people of Germany knew what was happening to the Jews, but they simply could not imagine that such acts would be perpetrated by their "civilized' countrymen. Dr. Belford told us to turn to our poets and writers to help us see clearly and fire our imaginations. She gave illustrations. I have two of my own which come from the little review periodical, *You're the Critic,* which has been going strong at Pratt since 1948 (films, concerts, records, plays are reviewed as well as books) but I could find no evidence of deep impressions on the viewers and listeners that came with the comments from readers of books. The first was written 20 years ago by a young student at Baltimore City College (actually a high school). The subject was Rolland's "Jean Christophe." The prose is adolescent purple, but Douglas Ulmstead said what he felt. ". . . Perhaps the remainder of my life will be chaotic and marked by failures, perhaps tranquil with triumphs, but in both glitter and gloom, I can stand straighter and stronger because I read this book . . . . At times I felt as if I had been thrown into a dark room when suddenly the lights were turned on, and I stood awestruck by the gigantic majesty of a Michaelangelo fresco. Like a work of that painter, the book is vast, but never rambling. It has moments of poetic grandeur, human poigancy, of . . . . engrossing narrative. Rolland's characters are so real that I came to regard them as living persons . . . ." The second is a very recent review of Potok's "The Chosen' by a senior at Mercy High School. ". . . It was written in such a direct, truthful style that you find yourself no longer reading just another story, but listening to an event that actually occurred. And you are no longer just the reader, but a participant in the event, feeling every emotion as though it were your own . . . ."

In a talk with Margaret A. Edwards about a month ago, she threw to me questions to be asked concerning my printed media and the visual. "Is it the difference between being an observer and a participant that spells the difference between reading and viewing? How important is this? Can we somehow measure the related effects of reading and viewing of films and TV?" Indeed these are some questions to be answered as we cultivate the "Fair Garden" in the future and serve the "beasts" within it.

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New Zealand Libraries and their Communities

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If you don't live in New Zealand you know it as two fingers of islands in the South Pacific. Many a visitor from the Western Hemisphere has expected to tour the North Island in the morning and the South in the afternoon. In this mad world people actually do this, in a sheepskin-lined Hawker Siddeley, but they won't have seen New Zealand as anything more than a series of boiling mud pools, a mountain and a fiord.

The only real thing they will have found out about us is that we are a country of contrasts and not a neat and homogeneous piece of South Pacific Britain: or will they?

Community libraries in New Zealand, as befits a pioneering country, have tended to grow by force of the people who lived in particular areas, and only in recent years have rapidly growing towns and cities had libraries imposed upon them according to the pattern of planners, rather than the community itself.

I have chosen five New Zealand communities, each with its own particular interest — *Tokoroa*, a village growing quickly into a timber town with a dominant private company and then a government-based growth; a town with, they say, 24 different nationalities, settled and developing: *Twizel*, a Ministry of Works town, a slightly sophisticated encampment of engineers, electricians, construction workers and their families, set down in a high wild tussock plateau at the headwaters of the Waitaki basin, changing a whole landscape with canals and dams for hydro-electric development.

This is a temporary town, a re-locatable place already once removed from further downstream, nevertheless a close-knit lively community very homogeneous in its population: *Manukau*, the administrative amalgamation of some little country towns into a city of mushroom growth, of low cost housing, divided by stretches of diminishing green countryside, and forming part of the largest Polynesian community in the world: *Dunedin*, growing at the rate of 200 people each year, established in 1848 as a Scottish Free Church settlement, exploded by a gold rush into a major commercial centre a century ago, opening a University thirteen years after settlement, and now regarding education as its main industry, as the headquarters of manufacturing move inexorably to the major markets of the north: *Gisborne*, the isolated city, more of a meld of Maori and pakeha than most places — self sufficient and certainly self reliant; with a beautiful library built from bequest monies and public fund raising; at least one of its very notable librarians has worried whether the building is not so beautiful that it frightens the shy away.

The libraries of these four places are very different, with particular contrasts between Manukau and Dunedin: the small works towns, on the other hand, are interesting in their use of government assistance from Country Library Service which virtually made them according to a standard pattern — prefabricated collections for re-locatable places?

In the central North Island's pumice plateau the town of *Tokoroa* has grown almost as rapidly as the pinus radiata upon which its industries have been built. It has developed on both sides of the main highway in a rather flat, unsheltered site, from a population of 1193 in 1951 to 21,221 at the last Census of Libraries in 1964.

It is a timber town, based on one industry and one company, New Zealand Forest Products, whose head office is in the town with the main mill at Kinleith a few miles away. It is an unusual relationship in the New Zealand scene, and has had its effect on every aspect of life, including the library, although that has never been very seriously supported by the company which brought the people there.

Sir David Henry, General Manager of the Company, was an important figure in the town, conscious enough of its recreational needs to establish a community centre, at a time when community centres were new and interesting. It would have been nice to think of this emigrant Scot as a Southern Hemisphere Andrew Carnegie and a library benefactor, but there is little evidence of such an interest. His community welfare officer was involved for many years with petitions for library support but without much result. In the long run the company declared firmly that the continued support of the library was the local authority's job — and were quite right in any sense of planning and developing a continuing institution, with growth based on predictable funding rather than irregular charity.

The growth of this little community library is still quite characteristic of the private, volunteer efforts made in areas of New Zealand where counties are too engrossed in roads and bridges to spare a sixpence for libraries.

It is worth pausing here to give you the background in brief to the New Zealand government's forms of assistance to public libraries. To libraries controlled by local authorities, chiefly boroughs and smaller cities and a few counties, where a certain minimum standard is maintained and membership is free, Country Library Service will lend quantities of books in scale to population, give a request and information service, and advice on library management when required. In those places where the local authority provides no libraries, the Country Library Service gives service on an annual basis at a nominal charge to small community groups willing to hold the book collection, and who usually charge a small subscription for membership. In the terminology of the trade the free libraries are A libraries and the community subscription libraries B libraries. These still exist — last Annual Report of the National Library showed 157 local body libraries and 767 community groups. These latter are the only library service locally available to an estimated 25% of the population, and few get more than token assistance from their county council.

The community library in Tokoroa had been founded in 1932 by such an interested group and its committee had somehow kept it going until it was able to apply for Country Library Service aid just one year after the establishment of the Service in 1938. From 1939 the meagre stocks were amplified by a regular loan of 50 books every 4 months at an annual cost of £3.00. When the first call was made by a van librarian the library was run by the local school teacher and the Chairman of the Committee was a dairy farmer. There were 17 members and the lighting in the room was so bad that the van librarian was unable to inspect the books closely but judged them "to consist mainly of fiction in a bad state of repair." 17 members at 5/- per head indeed buy very little.

Ten years later the town is changing and the timber invasion has begun. There are 200 library members some of whom 'handle the stock too roughly in the timber camps'. It is all too much for the volunteer committee and even financial assistance from the County Township does not solve their basic problems.

The mid-nineteen fifties saw a busy community of 6,000 people, still dominated by the Company. The little subscription library had barely survived, even with Country Library Service aid and visiting field librarians began to press for a different relationship to the local authority and to urge for a properly supported public library to replace "this overgrown child." Small loans of books were no substitute for properly trained staff in adequate premises. So the Country Library Service sought for a responsible body with which to negotiate. Tokoroa's County Township Committee had no powers beyond their advisory function to the Matamata County Council, which was also faced with demands for library service in its other little towns. But it was with the Township Committee that the interest lay and discussions began.

Meantime the cosmopolitan nature of the new community came through in requests for Finnish and Swedish books, in addition to the earlier French ones. Some of the 24 nationalities used the library request service for their own language material — Russian, Dutch, Yugoslav, amongst others. The very large group of re-settled Cook Islanders do not show up in quite the same way — perhaps they were too busy keeping warm in the bleak winters of the area!

Finally in 1958 the Town Committee rashly accepted responsibility for free service, provided that the Library Committee could raise £500 for the book collection, not more than £250 to be collected from the Company. Manifestly they were reluctant to have responsibility for the library, but theirs it was when the community raised £700 by public subscription. Rather reluctantly the County Council took control, and the Country Library Service seconding a trained librarian for the first year to get the library properly established. She did this so effectively that the County was never able to return to amateur status when government help withdrew.

It is a comforting story from then on of successions of lively, trained librarians, raising membership from 88 to 1,252 in that first free year when there were 7,000 people: now there are 6,499 members with 21,229 population. These librarians have had the same problems as everyone else, too little space and constantly delayed building plans. They are however meeting extremely well the needs of a community which has not yet achieved the usual balance. For instance, the senior citizens' club had to lower its entry age to 50 from 60 to get enough members: the young population has as yet only a small proportion which regards itself as permanently resident: but like many young, new, single purpose settlements there are lively community groups in which the library finds a role — supporting volunteers to give hospital library service; busy with Conservation Week, with displays from the Auckland Museum; generating an educational programme for those with reading difficulties — an even more than usual worry with so many ethnic backgrounds, some with very little native literature. And perhaps most cheering of all, they have a librarian constantly conscious that there are needs as yet unfilled.

High on the wild tussock lands at the edge of the Southern Alps is the other single purpose town, *Twizel*, a temporary town, never expected to stay and grow as Tokoroa has, but destined for re-location where the next hydro project happens. This town-on-the-move, founded in 1970, 100 miles from the nearest city, has developed from its two previous incarnations in Roxburgh and Otematata, planned by a government department and its amenities there by decree rather than the slow grass roots germination of a real place.

As in Tokoroa, the work dictates the community — carpenters and drivers, technicians of all kinds, who give self-sufficiency in this isolation for the maintenance of the heavy machinery which builds the dams and digs canals, makes new roads and maintains the facilities of a whole community: the engineers, the administrators, and their families. The people are young with an average age of the adults between 25 and 30 years. There is a younger generation of over 1,300 of school age and very few grandparents as counterbalance. But they are quite different from Tokoroa in their New Zealand homogeneity, with little evidence of cosmopolitan invasion. There is no borough council here. The ruler is the District Engineer of the Ministry of Works.

The surrounding, sparsely populated countryside is part of the McKenzie County of which it would have been unreasonable to expect a sudden capacity to give library service to a population grown to 5,300 in seven short years. So, in consultation with a local library committee and the Ministry of Works & Development, the National Library, through the Country Library Service office in Christchurch, set up a library of the standard recommended for a borough of that size.

The library is in the shopping mall of the town, having been transferred, building, books and staff, from the earlier hydro-town of Otematata, down river, where very much the same working arrangements had been made in 1960 — when the earlier project began. The Ministry of Works & Development owns the building, and supplies furniture and fittings, heating and light, while the Country Library Service provides two full-time staff responsible to the Librarian-in-Charge of the Christchurch office, who has responsibility for Country Library Service in the whole of the South Island. Both librarians are wives of men working on the project and have been there since the library opened. They have no professional qualifications but have attended short training courses run by the Country Library Service.

The library committee, in the absence of local authority organisation, is a group of interested local people and has the particular responsibility to provide funds for that peculiarly New Zealand feature, the rental collection. This is no place to explain it fully, defend or attack it, but in a library of this kind it would contain commercial fiction whose popularity tends to be sudden and transient. The Committee also organises a roster of volunteers for routine library tasks, and in many ways seems to function like that early Tokoroa group, without the weight of responsibility or financial frustrations suffered by them.

About 50% of the population are members of the library, and a further 500 people have joined from places up to 50 miles around, including the tourist resorts of Mount Cook and Lake Ohau. It is busy in a comfortable, routine library way, up to standard if not exciting. And who wants an exciting library?

Quite frankly, I do.

And I think we can find it in the new city of Manukau, where Simon Cauchi generated a different public library concept for New Zealand in a new kind of New Zealand place, not middle class, not so whitely British, and not so slow and comfortable, as almost everywhere else.

Manukau City Council first met in 1965 after the voluntary amalgamation of the Borough of Manurewa and the surrounding county of Manukau. It had been hoped that the two other boroughs in the area would join the group but their referendum results said "no", as referendum results almost always do.

The city is located on the isthmus south of Auckland which two centuries ago was occupied by the 30,000 strong Maori tribe of the Waiohua. Warfare between successive invading tribes decimated the population and when Dumont D'Urville sailed into the Waitemata Harbour in 1827 he found the isthmus deserted.

The first real settlement of the Manukau district came about 1850 with movement south from Auckland and land was fairly quickly taken up. Wars again depopulated the area as feelings between Maori and Pakeha deteriorated and it was not until 1873 that we find Otahuhu on the isthmus described as a peaceful village. The neighbouring village of Pakuranga, set in a rich farming district, saw the first hunt club in New Zealand. Now they are one of the country's fastest growing areas where the population for a time was doubling every two years.

So the peaceful series of rural villages have become the centres for major industrial development, although there are diminishing green country areas in the midst of the ever-growing settlements. In fact, as a mere Southern visitor I sometimes wondered if the city's administrators were not trying to reassure themselves as they carefully announce on utterly rural roads that this is the City of Manukau.

Be that as it may there are four main centres of population, and library service was planned from its fresh beginnings to be a system of branch libraries in these centres, and only at a later stage was a central library to be developed at Wiri where the Administrative centre has now been built.

The first branch opened in 1967 in Manurewa, the old borough centre, and temporary children's libraries in three other places, eventually to be closed as permanent branches became established. One of these branches in Otara, introduced library service tailored to the needs of that basically low cost housing area which had been very rapidly developed to a population of 22,000 over the previous years. There are eight primary schools there, as well as two intermediate and one secondary, and the Manukau Technical Institute. Sixty per cent of the children at these schools are Polynesians whose parents have come recently from the Pacific Islands or a rural Maori community. The Polynesian community forms about one third of the total population.

The Otara Library is approached from the central shopping mall which also has Council offices, Plunkett Rooms and a community centre. The bookstock of 22,000 volumes was initially arranged in eleven subject groupings not tied to a classification system — groupings with headings such as The Community, Home Life, New Zealand and the South Pacific. In Simon Cauchi's own words 'The purpose of this layout is to arrange the books in collections which match, as closely as possible, the known interests of our readers and the actual use made of a public library's stock . . . The content of the non-fiction collection is entirely traditional . . . The only slightly unusual material is that of special interest to Polynesians: school readers, dictionaries, grammars, poetry and prose in Maori and Pacific Islands languages, simplified English texts and some newspapers and magazines.'

The major departure from standard New Zealand practice was the replacement of the rental collection by a large selection of paper-backs, arranged in general categories, displayed face out. These later had to be supplemented with some hardback material, but no rental charge is made. The library is, in fact, free to all comers, whether residents, ratepayers or not, and any age group may borrow from any section of the stock.

What the library at Otara has achieved is a demonstration for future Manukau libraries, and perhaps other New Zealand libraries — a demonstration of a more relaxed library, not too tied by classification, quite untramelled by borough boundaries, and not laying down the law about its clients' reading ages. It came into an area where reading might well not be a natural habit, where the population tends to be shy of officialdom and rules, and a friend of mine who lived nearby described it as humming like a hive. What more can one want?

Down in the south is the sedately growing city of *Dunedin,* founded in 1848 by a group of Scottish Free Church settlers, whose grip was loosened by the influx of miners after the gold discoveries in Central Otago in the early 1860's. Those gold discoveries changed this peaceful Wakefield church class settlement into the commercial centre of the country, but only for a time. They also gave it the chance to found a university and it is in the realm of education that Dunedin's primary industry now lies, as it grows peacefully at the rate of 200 people every year — New Zealand isn't growing much faster as a whole now so they have come back to being average.

Dunedin was in bookish mood long before a public library was thought of. The Otago Provincial Council, through its Education Ordinance, financed the buildings and land of many little Athenaeums throughout the Province — subscription athenaeums were known widely to the British settlers and became characteristic of New Zealand library service in many places. An inspector of schools, reporting in 1873, shortly before the abolition of the Provinces, talks of the use made of books. 'I ascertained that public library books were not only to be seen in the more comfortable and accessible dwellings in the settled districts, but it was no uncommon thing to find recently published English books of a high class, bearing the Board's stamp, in the shepherd's lonely abode among the hills and in the digger's hut in gullies accessible only by mountain bridle trails'.

As in the small towns there was an Athenaeum in Dunedin, and it is still there with all its serious purpose gone, a relic of Victorian solemnity which in most places formed the basis for future public libraries. The Dunedin City Council opened its free library in 1908, the brainchild of a forceful group of citizens who had lobbied for some ten years. They were backed by Carnegie conditions for making a building grant and thus ensured a free library. So, in contrast to Manukau's new and exciting beginnings, Dunedin has a long-established rate-supported library developed by seventy years of good librarianship, and enriched by several endowment collections of fine standard.

Manukau is a series of branches. Dunedin is a strong central library, no branches, and two mobile libraries: quite opposite development for equally good reasons. With Auckland's major public library as a near neighbour one questions how far Manukau needs to go towards developing its own major central collection. Dunedin, on the other hand, is the only major library for 250 miles, is the centre for a large hinterland, and in its city area of 83,000 people has a major university, a teachers' college and a technical institute.

It all sounds conservative and worthy, with a decently sober Scots flavour, and rather dull. But it isn't, and has not been, in the last forty years at least; since Archie Dunningham scrapped the old Reference Room, divided the stock into subject areas (not always scrupulously Dewey), divided the staff into professional and clerical, and set about giving a positive public service; since Dorothy Neal White Ballantyne stormed home from America and threw away the black and brown of Chivers-bound children's books, set the shelves glowing with new stock, and somehow persuaded the Education Board to support the city in starting a library service to schools throughout the Province.

The conservative Dunedin City Council has let successive librarians buy books as they wanted, raising few questions after that notable statement on censorship by the first City Librarian, L. B. McEwan, who said 'It is a very serious thing to refuse a book to an adult' — it has allowed the introduction of gramophone record lending (even in the days of 78's) art print lending (before the war); story hours in the library and in the streets; encouraged street corner preaching from canopied trestle tables: and been proud to boast of its new mobile library covered with suns and dragons designed and executed by the children of a local school. Which all goes to show that the young are as young in older quiet places as in new and lively ones. In Dunedin, too, is the pioneer hospital service and what has been a model for increasing housebound service throughout N.Z.

But having a large and somewhat rich central library has its problems and Dunedin faces the worry of a much needed new building with diminishing hopes as costs rise. It is so easy to have expensive water schemes without question, because we all need water, although no librarian has got fierce enough in asking the question of how much? It is to be hoped that an institution of which nearly three quarters of the population are members will one day achieve a home worthy of its lively history and presently lively outlook.

One place, however, with a very beautiful library, eloquent of civic pride and the artistic and practical capacity of librarian and architect, is the last location on my list, *Gisborne,* in the northeast corner of New Zealand, christened by Captain Cook as Poverty Bay. This was his first New Zealand landfall in 1769.

Gisborne is one of New Zealand's most isolated cities, with a population of about 30,000, 145 miles from its nearest neighbour city. It is the centre of a thriving country community which grows vegetables, maize, cows, and grapes for wine. It has industries tied to these county products and its port can handle even larger vessels as it plans for future log trade with Japan.

Gisborne's early inhabitants called it Turangi-nui-kiwa 'the great abiding place of Kiwa', who was one of the chiefs of the Takitimu Canoe which made landfall close by. Unlike so many other areas, Christianity was brought here by Maoris, by two converts from the mission settlement in the north. By the time Rev. W. Williams arrived in 1841 there was already a Christian Maori community of 1200. The town itself was named for the Secretary to the Colonies after being surveyed for settlement in 1852.

The Public Library has suffered a very similar name change, having been known as the Turanganui Library until the H. B. Williams Bequest for the new building gave that name precedence. It seems a pity that the Maori origins of the city should have been so lost, particularly as Maoris still constitute over 20% of the population.

As a library it has been in existence since 1869, quite the oldest establishment of our scattered survey. Until 1955, however, it was controlled by a committee of citizens and financed largely by subscriptions. In 1955 it changed to the now familiar New Zealand pattern of "free and rental" and in 1956 it began its long co-operative association with its neighbour Cook County, which gives an annual grant to enable its residents to have free membership. It is good to know that the present librarian is engaged on a feasibility study to take such co-operation a step further with mobile library service into the county area. It is hoped that this will bring two other neighbouring counties into a better base for more complete library service to most of the region. The library has two staff members who speak fluent Maori and it is hoped that their work on a mobile library will greatly increase the use made of library services by the Maori community of both town and country.

The building of 1966 commemorates in its name the gift of the Williams family in memory of H. B. Williams. It is very beautiful, centrally situated after stubborn librarianly argument, and is capable of future expansion into neighbouring land when necessary. A public appeal raised money for furnishings and the impact of the new building is reflected in 2,500 new members and 35,000 extra issues in its first year. The librarian of that time played no small part in the "in-fighting" for location, and in design co-operation with the architect. The atmosphere in many ways reflects her appealing personality. It is with some uneasiness, therefore, that I remember her worry that the place might be just too beautiful, too posh, for the very people who most needed (not necessarily most wanted) what it had to offer. Perhaps the new mobility will take some of the riches out of the building on to the maraes and into the villages where people will feel at home wth them.

There is no attempt in this paper to cover the pattern of public library service in New Zealand. What I hope you have glimpsed is the needs of five very different communities, pursuing their own destinies with resources somewhat augmented by the bookstock and request services of the National Library. It is not possible to describe a national pattern for the development of public library service, because this simply does not exist. Local body boundaries still remain the basic definition for library units, with some small co-operative agreements between neighbours in the Gisborne-Cook County pattern.

We have talked of regions for thirty years. Some of us still hope that a pattern can be devised to take librarians to the 25% of the population as yet unserved, in a way that will allow the expression of local opinion and diversity so strongly evident from Manakau to Dunedin.

The Dinosaurs are Dead; can we manage to survive?

A. GRAHAM MACKENZIE
Librarian, University of St. Andrews, Scotland.

During the Napoleonic Wars Nelson claimed that his major need, above all others, was for more frigates to seek out the enemy fleet so that he could destroy it with his own line-of-battle ships. In one sense this was true: when his scouts did eventually find Napoleon's fleet in Aboukir Bay his victory was so overwhelming that only two of Admiral Brueys' thirteen sail of the line escaped to fight again. Yet in another sense it was not the frigates which brought the victory at all: the French had been blockaded almost continually since the beginning of the war, and had not been able to train effectively, while the British fleet had been constantly at sea and ready for action for 5 years; their discipline, gunnery and seamanship were therefore far superior. The other important factor was the tactical skill and inspirational leadership of Nelson himself; the two taken together were sufficient to guarantee victory in a fight where anything like equal numbers were involved, and Nelson, never an over-modest man, was realistic enough to recognise this, and to claim (perhaps for reasons of politics or morale) that his only worry was how to find the enemy.

In a way, librarians have for many years past adopted a Nelson-like attitude: I don't just mean that some of us put the telescope to our blind eye when faced by a committee decision we don't like — there is something much more fundamental: when asked what our major problem is, we reply, instinctively and in unison, "lack of money". We forget that money by itself, like Nelson's frigates, will not win the battle we are waging, let alone the war — at least, not money in any quantity that we could conceivably hope to receive unless we work in a national library with the mission of building a comprehensive archive. The quality, the dedication and skills of our officers and men (and equally of our women) are not in doubt; but our own tactical, and more especially our strategic, abilities may not be equal to the demands made upon them. I do not wish to carry the naval analogy too far, for this would be misleading; but it is worth remembering that it is very easy to get too close to the trees and thus lose sight of the wood.

What I really mean, I suppose, is that many of us are trying to do the wrong thing in our libraries: our objectives are not defined properly and clearly, and if this is the case we have little hope of succeeding, because we are trying to solve the wrong problems. The classic definition of a library's objectives is, I suppose, "to get the right book to the right reader at the right time"; this statement begs a lot of questions, not least those which ask "what *is* the right book, the right reader, the right time?"; but more fundamentally, it makes an assumption which unconsciously colours almost all our professional thinking, at least in the academic world: the assumption that what the reader *needs* is a book, if he *wants*, or *thinks* he need one. Even if we use the widest possible definition of "book", and stretch it to include other materials such as periodicals, photographs or videotapes, we are excluding (whether consciously or not) the possibility that the user — especially the research worker — really needs information, and that the channel by which this reaches him can equally well be the printed page held in the library, an inter-library loan, or a telephone call to someone in another institution five hundred miles away. To take a simple example of this confusion of "book" and "information" as an objective, when I was writing this paper I momentarily forgot the source of the quotation about "the right book to the right reader at the right time". I happened to be at home, while most of my professional library is kept in my office at work; but this didn't bother me — instead of worrying about a printed source, I rang up a colleague who was likely to know the answer, and got it in about ten seconds.* I suspect that most people would do the same if they had the chance. The frightening thing is that in our professional life we tend to forget this aspect of information-gathering, of problem-solving and instead we concentrate almost exclusively on the printed page, which—in quantitative terms—is probably a relatively minor channel of communication when it comes to research activity. So when we talk about overall library objectives, I would reject Ranganathan's, and substitute one which we formulated in the Library Research Unit at Lancaster: "to meet the highest possible proportion of the information needs of the university at the optimum combination of cost and elapsed time". Of course you can say that "optimum" here also begs a question; in fact it is not an objectively measurable quantity, but is rather related to a value judgment consciously made by the institution, or by the librarian acting for it.

A colleague of mine at Bradford University is fond of saying that each year in Britain one million ¼" drills are sold; it is salutory to remember, however, that none of the people who buy these really want a drill — they all want ¼" holes! Hermann Fussler, in a report on the future of libraries (*Research libraries and technology*, Chicago U.P., 1973) says:

> "Both librarians and scholars have come, perhaps quite naturally, to substitute as a library objective book acquisitions and holdings rather than book and information access. In terms of functions and cost they are clearly quite different".

Let us therefore be sure, when we talk about "problems" today, that they are real and necessary problems, not chimeras which we have conjured up from our collective race-memory so that we can slay them in fine academic style. We can forget about comprehensive coverage and the difficulty of achieving it, simply because comprehensiveness, even in a limited field, is no longer possible. Fussler (ibid.) says:

> "The gap between readers' needs and the response capabilities of the large research-oriented academic library has been increasing and is likely to increase even more rapidly in the next decade unless some basic changes can be made in library concepts and capabilities".

In other words, even the mega-volume libraries in the United States can no longer cope with demand; how much less can the finance-starved libraries of Britain, whose annual acquisitions programmes are counted in

*Further research showed afterwards that the attribution to Ranganathan was slightly dubious; the exact provenance of the quotation *appears* to be the beginning of the first chapter of Francis K. W. Drury, *"Book Selection"* (Chicago: American Library Association, 1930), which reads: 'The high *purpose* of book selection is to provide the right book for the right reader at the right time'. This seems to indicate that the referral method does not always work perfectly; nevertheless it did come up with the right answer eventually.

thousands of volumes rather than tens of thousands; and I suspect that similar difficulties are already being felt in Australian libraries too.

If we except the copyright libraries of Oxford, Cambridge and Trinity College, Dublin, there are probably only about half-a-dozen university libraries in Britain today which could genuinely support a wide range of research activities from their own resources; and it is arguable that even these should give up the struggle for this limited comprehensiveness. The university library has three functions: to cater for all formal teaching activities by providing an adequate stock (including such multicopies as may be required) and suitable organisation and systems to exploit the collections properly; secondly it should make sure that it can function as an efficient information exchange, whether this means giving a reference service from its own stock, providing an inter-library loan, or calling up a machine-readable data base and conducting an on-line literature search; thirdly, and in my view least important, it should use such money as is left (and there will be quite a lot) to expand its research collections selectively, building on strength and putting bounds on any new academic departure which seems likely to over-extend the resources available. If we try to fulfil all three functions and give an open-ended support to research, we shall clearly be reducing the support for teaching and for the information services; but even so we shall only be improving the research collections by an infinitesimal amount. How much better for everyone — including the researchers — if we do two jobs properly; at least then everyone will be satisfied for part of the time, since most researchers also teach, and all of them are actual or potential customers of information services.

I have shown, I think, that money alone is not the answer, although of course it helps! What then are the problems of such an approach to service? And are there any solutions to the problems? It is convenient to consider each area of activity separately — teaching, information exchange, and research collections; yet we must bear in mind that this distinction is often merely a notional one. Undergraduates, who form the bulk of the customers for the teaching library, are frequently involved in research, albeit at a lowish level, for their projects or dissertations; information switching services are provided for all who want them, and have effects on the taught as well as the researcher; and frequently a book in the teaching collections can provide the piece of information that a researcher needs to complete his pattern, or the impetus to start a new train of thought. In short, library provision forms a continuous spectrum, and although you can label parts of it "undergraduate" or "advanced research", these are only broad generalisations.

The teaching collection (which is not necessarily separate from the rest of the library, either physically or organisationally), as I have indicated, is concerned with providing library materials to support lectures and seminars: assuming that liaison with teaching departments is adequate, and that information flows reasonably freely in both directions, the main problem is one of availability — deciding on the proper level of provision and how much delay can be tolerated on reservations, then applying fairly well-known techniques to ensure that the appropriate levels are maintained at the lowest possible cost.

To illustrate one way of solving this problem I shall describe briefly some work done at the University of Lancaster in the late 60's: it is probably familiar by now to most researchers in this area, but it is still an excellent illustration of how a multi-disciplinary approach can be used to meet a practical need. When the Library was first established in 1963 we followed the current trend, and fixed the loan period for students as "until the end of term"; demand for heavily-used books was met by a "short loan" closed-access collection, with a 4-hour turnover, and an efficient reservation scheme together with some multicopies met the need for ordinary "teaching" books. Unfortunately two things went wrong: students did not use the reservation service, and they kept books until the end of term instead of returning them as soon as they were no longer needed so that other people could use them. I am sometimes tempted to formulate Mackenzie's Second Law of Librarianship: if a reader can act in two ways he will choose that which causes most inconvenience to the library and his fellow-readers, whether or not this choice is to his own disadvantage. (This is of course a special case of Murphy's Law). And to forestall a question later, Mackenzie's First Law is: when using a computer, the implementation of any system will take twice as long, and cost four times as much, as the highest original estimate.

When we started to look at immediate availability (which we used as a measure of performance — the probability of a reader finding the book he wanted on the shelf) it stood at about 60%; by changing the loan regulations and introducing a third tier of books (about 10% of the total stock) which could be borrowed for seven days, availability rose to over 80%. In retrospect, this is perhaps a fairly obvious change to make; but two facts made it important. One was that we used OR techniques — specifically model-building and computer simulation — to forecast the results of the change; the other was that we used past use of books, rather than the judgment of teachers, to forecast future use, and we proved that the concept worked, of fixing loan periods by the use of the book rather than by the status of the reader.

The results were quite spectacular even if they were not exactly what we expected: immediate availability rose by over a third — but within two years it was back down to about the original level. We had failed: or had we? The number of loans had increased far beyond our calculations: clearly there was a factor we had not taken into account — that successful library use by an individual generates further use, demand rises, and satisfaction level (with any unchanged level of book provision) must fall correspondingly. We had been looking at use and demand, but not wants! This led us to look at our aims and assumptions: we had begun with an axiom: a student who reads will perform better (in the academic sense) than a student who doesn't read. There is, as yet, no proof that this is true, so it has to be an axiom: if you like you can call it a declaration of faith. From this one can generalise to "more reading means better students" — perhaps not provable, but at least probable.

It follows from this statement that any library system is improving if it offers students (in the mass) a better opportunity to read, and it will continue to improve up to that point where demand is saturated — that is where a further increase in opportunity is not matched by an increase in reading.

This improvement in a system can be stated in another way: higher availability is a good thing; and we had achieved it, even if only for a short time. After it had returned to its original level, however, *something* still remained:

Toward National Information Policies[+]

EDWIN B. PARKER
Professor of Communication, Stanford University.

In discussing national information policies before this audience, I feel like the path before me has been well-charted. Professor Lamberton's paper titled "The necessity for a national information policy" was presented at a meeting of the Library Association of Australia in 1974 and reprinted in the Australian Library Journal later the same year (Lamberton, 1974). In that paper Professor Lamberton discussed the information revolution he and I both believe our societies are undergoing. He drew attention to the role of the large information industry in modern national economies, and made the connection between information policy and economic policy. His approach, like mine today, was to address the broad national policy issues that are raised by the current trends in information technology, information institutions and information economies. My goal today is to pick up the threads of what I trust is, and will be, an ongoing discussion of these fundamental policy issues facing all economically developed countries. My perspective on national information policies is a broad one that subsumes the policies of education and of science and technology as well as library policy. By giving library policy only minor treatment within this larger context, I do not mean to slight the importance of national library policies. (My participation as a Presidential Appointee to the Advisory Committee for the U.S. White House Conference on Libraries and Information Service attests to my concern with library policy). Rather, it reflects my belief that national policy and planning for library services should be undertaken within the larger information policy perspective that Professor Lamberton and I advocate. At the same time, the approach in this paper is a narrow one, restricted to looking at the relationship between information policy and economic policy.

Before I begin, one immediate caveat is essential. I am not familiar with Australia; the examples I will use are based on studies of the U.S. economy. I do not argue that what is happening in the U.S. is either appropriate or inevitable for Australia. I hope that the conceptual approach that I bring to the analysis of the U.S. economy is general enough that it can be usefully applied to the Australian and other national economies. Any specific policies for any country would obviously have to be based on more detailed analysis of the particular economy in question.

Concepts, Definitions and Assumptions

Since the concepts and definitions I am using in my analysis are somewhat novel, even though they use familiar-sounding labels, I will begin with a brief review of some of the major concepts, assumptions

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[+] Address to the Library Association of Australia; Hobart, Australia, August, 1977. Preparation of this paper was supported in part by National Science Foundation Grant MCS 73 07973.

and definitions that are necessary background to the understanding of my argument.

First, what do we mean by *information?* My definition of information depends on a conceptual distinction between all matter and energy on the one hand, and information on the other. The universe may be entirely made up of materials and energy. Information is an abstract concept referring to the pattern, shape, or organization of that matter or energy. In other words, information is symbol rather than substance. Information is meta-matter. There is no information without an observer sensing or creating distinctions and utilizing symbols to label those distinctions. The labelling process is one in which symbols can refer to or make distinctions concerning other information as well as materials and energy. In using this abstract definition of information as pure symbol, we should remember that as a practical matter we never have symbols without a minimum substrate of matter or energy on which the symbol is stored or transmitted. Whether that matter-energy is grey cells in a human head, print on paper, patterns of electrons in an electronic storage medium, or photons in a fiber-optics transmission channel, there is always in practice a "joint product" in which the abstract symbol and the underlying matter-energy carrier of the symbol are joined together.

Second, I find it helpful to distinguish among technology, institutions and ideas. Lamberton, in the paper referred to earlier, quoted Marx on the relationship between the technology of a society and the social institutions of that society with the example of windmills leading to a society with feudal lords and steammills leading to a society with industrial capitalists. The implicit question is what kind of social institutions will we have when the dominant technology is the computer and related information storage and transmission devices? And will the dominant ideology be a Big Brother ideology with loss of respect for individual differences in the realm of ideas? I disagree with both the Marxist and capitalist versions of the technological determinism argument. There is a strong interplay among the three levels, with the institutions of society determining the allocation of funds for research and development through science and technology policy, thereby controlling the flow of ideas that in turn helps reshape the technology of the society. Nevertheless, the distinctions among the three levels (technology, social organization, and ideas) are useful ones as we try to analyze the social change associated with current changes in information technology.

Third, a few words about this so-called "information revolution" of which we are said to be in the midst. I use the term in the way in which historians use the label "industrial revolution" for the interrelated social changes associated with the introduction of industrial technology, the reordering of social institutions, and the changes in dominant ideologies that apparently resulted. The assertion of an analogy between the industrial revolution and the current and impending set of changes in technology, institutions and ideas is based on the assumption that the magnitude of social change we are currently undergoing or will soon be undergoing is comparable in magnitude. In a few moments I will present some of the evidence that led me to the point of being one of the prophets of the post-industrial society (see also, Daniel Bell, 1973). Meanwhile, it will suffice to use the information revolution label as shorthand for an assertion that the changes in information technology of our modern societies will lead to associated changes in institutional structure and changes in the dominant ideas of the society. For example, the large changes in the percentage of information activities in modern economies eventually may lead to the overthrow of current economic theories, both the capitalist and the Marxist variants, because both economic theories are concerned with the exchange of materials and energy in societies in which the amount of information activity is small. Marxists lump information with surplus value, along with rent, interest and profits, while Western economists duck the problem by assuming perfect information as a condition for the rest of theory, thereby making the theory inapplicable to information. Western lawmakers have attempted by legal fiat to make a commodity out of information through such devices as patent law, copyright law, privacy law, and trade secrets law; and Western capitalists have dealt with the difficulties of selling pure information by marketing information goods such as books, records, computer hardware, etc., including information as a joint product rather than selling pure information. In the long run these attempts to treat information as a physical commodity may come to be seen as inappropriate in an economy based predominantly on information. New, more appropriate economic theories and institutions must be devised to deal with information transactions in an economy where the physical carriers of the information can become nearly costless.

Before we leave this information revolution assertion, permit me as an aside to give my historical interpretation of the Renaissance and the Industrial Revolution. I am persuaded by the analysis of the historian Elizabeth Eisenstein (1969) that printing technology was the major factor leading to the Renaissance. The historical problem she posed concerned the particular medieval knowledge revival that we now know as the Italian Renaissance. She asked, why did that revival start a chain reaction that continues to this day, when other medieval knowledge revivals happened at the expense of other knowledge centers without starting a cumulative process. The dramatic change in the technology and consequently the cost of storing and transmitting information that printing represents, (relative to the oral and handwritten cultures that preceded) may have been at the root of those earlier social changes; and so even the industrial revolution may itself be the result of an earlier information revolution. Not since the introduction of printing have we seen the dramatic changes in the technology and underlying costs of information processing we have seen in the past 25 years.

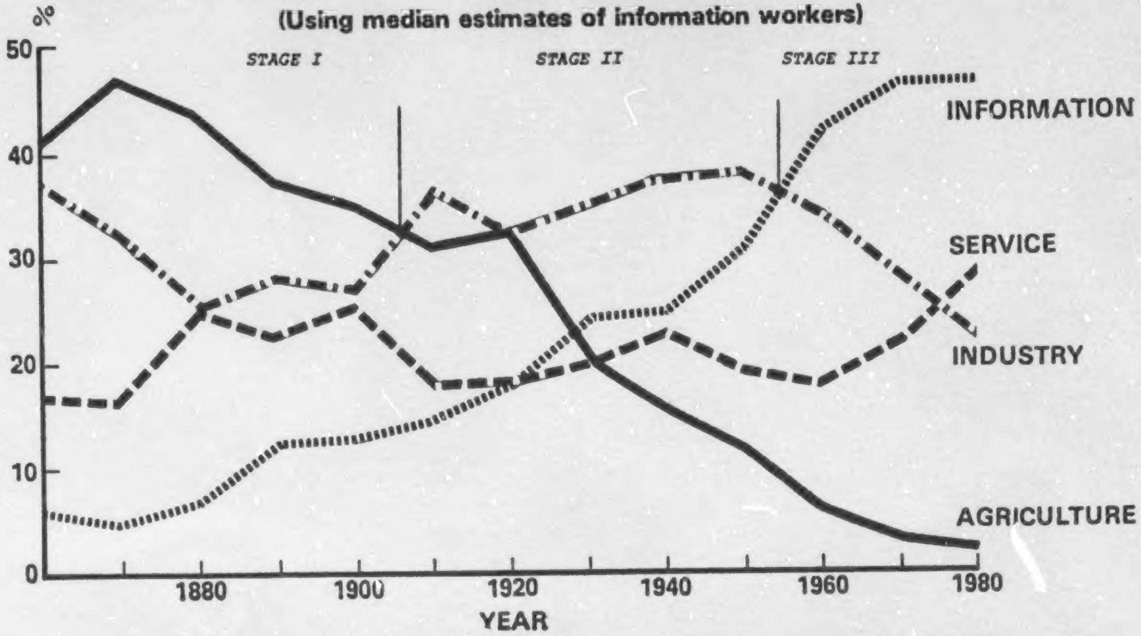
Fourth, a comment about policy, since that is a key word in both my title and Professor Lamberton's. I am using it in the sense of plans for implementation of broad social objectives. This implies a specification of those objectives as well as articulation of strategies for achieving them. At the most general level we can assert two general policy goals that may be shared by most modern societies. First is the creation or expansion of wealth (variously defined as Gross National Product (GNP), happiness, or quality of life), and second is the equitable distribution of that wealth to the members of the society. Nations may differ in what they consider wealth (that is, what they value) and they may differ in their notions of equity (that is, what constitutes a fair distribution of wealth). Much national economic and social policy revolves around these two issues. The total wealth of a nation might, in fact, grow larger were the existing wealth distributed differently. Meeting social equity goals may require the creation of new wealth, because redistribution of existing wealth may sometimes be more difficult. But the structure of incentives that will lead to the creation of new wealth, may lead to the rich getting richer rather than to a more equal distribution. These are fundamental questions of national economic policy. It is at this level of fundamental questions that I wish to introduce the linkage between information policy and economic policy.

Historically, policies concerning science, education and libraries, to name three subsectors of information policy, have been intended to create

Figure 1

FOUR SECTOR AGGREGATION OF THE U.S. WORK FORCE BY PERCENT 1860 - 1980

(Using median estimates of information workers)



new wealth. The development and application of new knowledge resulting from science and technology policy was usually intended to increase the wealth of the society. Libraries, like public education, were intended (at least in the United States) to increase the wealth of the society by providing a more educated and therefore more productive labor force. At the same time, some of the motivation for public education and public libraries was fairer distribution of social wealth. Equal access to information could, in principle, lead to equal opportunity of access to wealth, thereby achieving one measure of equity or fairness, even if the wealth itself were not equally distributed. These notions of creation of wealth and equitable distribution of wealth are fundamental to national information policies.

Changes in the Structure of U.S. Society 1860-1980

Against that background of assumptions and definitions, we can now view the changes that have taken place in the structure of the United

Figure 2
TYPOLOGY OF INFORMATION WORKERS AND 1967 COMPENSATION[a]

	Employee Compensation ($ Millions)
MARKETS FOR INFORMATION	
KNOWLEDGE PRODUCERS	46,964
Scientific & Technical Workers	18,777
Private Information Sevices	28,187
KNOWLEDGE DISTRIBUTORS	28,265
Educators	23,680
Public Information Disseminators	1,264
Communication Workers	3,321
INFORMATION IN MARKETS	
MARKET SEARCH & CO-ORDINATION SPECIALISTS	93,370
Information Gatherers	6,132
Search & Co-ordination Specialists	28,252
Planning & Control Workers	58,986
INFORMATION PROCESSORS	61,340
Non-Electronic Based	34,317
Electronic Based	27,023
INFORMATION INFRASTRUCTURE	
INFORMATION MACHINE WORKERS	13,167
Non-Electronic Machine Operators	4,219
Electronic Machine Operators	3,660
Telecommunication Workers	5,288
TOTAL INFORMATION	243,106
TOTAL EMPLOYEE COMPENSATION	454,259[b]
INFORMATION AS % OF TOTAL	53.52%

[a] Employee compensation includes wages and salaries and supplements.

[b] Excluding military workers.

Source: Computed using BLS Occupation by Industry matrix, Census of Population averages wages. See Appendix 6 for the full Employee Compensation matrix and a narrative on how it was produced.

States society since 1860. Figure 1 presents the percentage distribution of the U.S. labor force into four sectors: agriculture, industry, services, and information.* Let me remind you that these are U.S. data. National policy analysis for other nations should be based on data from their own countries. Even though it may be tempting to use the U.S. as a model indicating the future direction of other countries, the trends involved may not be universal. Other countries may not need to follow (and perhaps should not follow) the U.S. pattern.

A traditional allocation of the labor force to the traditional three sectors of agriculture, industry and services would lead to a different picture, with services being the dominant factor. In this presentation of the traditional sectors, net of information goods and services, the services sector includes only physical services and does not show much growth. Figure 2 shows the kinds of occupations that were included in the information category for this presentation. The basis for the distinction is whether the occupation is primarily concerned with the physical handling of matter or energy, or whether the occupation is predominantly one of symbol processing. This includes teachers, researchers, managers and many professionals, as well as clerical workers and producers of information machines.

Returning to Figure 1, it is easy to see that the United States was still a predominantly agricultural society between 1860 and 1900 — agricultural occupations predominated. Between 1900 and 1950, the United States was an industrial society, if we characterize a society by what most people do to make a living in the society. Since 1950 the U.S. has been an information society. This does not mean that the U.S. has ceased to be a major producer and exporter of foodstuffs, merely that the percentage of the labor force required to produce all that food is only four percent. Nor does it mean that the U.S. industrial output is declining. On the contrary, it is still increasing in absolute dollar terms. But the percentage of the labor force required to produce that industrial output has been declining. These are major structural changes in the kind of society the United States has become.

One interpretation of that historical change in the structure of the economy, is an information interpretation. Since the mid-1800s, the public education and public library movements injected increasing percentages of information into the U.S. economy (as measured by percent of labor force involved). According to many economists, the increased education that resulted led to the productivity gains (that is, increased outputs per unit of labor input) that fueled the economic growth of the period (Denison, 1962).

The time from 1876 to 1976 was also the first hundred years of the telephone, which may also have been a major factor contributing to the economic growth and the structural change in the economy. (See Ithiel Pool's recent book, *The Social Impact of the Telephone*); (Pool, 1977).

As long as the information sector of the economy was small relative to the agricultural and industrial sectors, the payoff for the society in increased agricultural and industrial productivity made the expenditures

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*This figure and other data in this paper are based on research conducted by my colleague and former student, Marc Porat. Further discussion is available in three sources (Parker, 1976; Porat, 1976; Porat, 1977). Earlier similar work was published by Machlup (1962).

Figure 3

THE STRUCTURE OF THE INFORMATION ECONOMY (1967) (Millions of $)

PRODUCERS	INTERMEDIATE CONSUMERS			FINAL DEMAND	% GNP
	Primary	Secondary	Noninformation		
Primary Information Sector	$69,754	$78,917	0	$174,585	21.9%
Secondary Information Sector	0	616	227,778	27,440	3.4%
Noninformation Sector	59,538	0	571,503	593,363	74.6%
VALUE ADDED	199,642	167,826	427,920	GNP = $795,388	
% of GNP	25.1%	21.1%	53.8%		

worthwhile. Now that the information sector is much larger than both the agricultural and industrial sectors combined, a point of diminishing returns may have been reached. Making the information sector proportionately larger (in labor force terms) may have costs larger than the payoff in productivity gains in the other sectors. Although the 1970 figures show a larger percentage of the labor force in the information sector than in 1960, the U.S. Bureau of Labor Statistics projections for 1980 show a slowing of the trend.

Today as in the past, the dominant economic policy issues have focussed on industrial and agricultural growth based on increased energy consumption as a substitute for human labor. Energy policy and economic policy are seen as closely intertwined. Information policy, if it was addressed at all, as we said earlier, focussed on knowledge that would lead to increases in output of energy and materials. The 1970s in the U.S. have seen a slowing down of expenditures on education and information. The reasons are partly demographic, stemming from a lowered birth rate, but also reflect in part a loss of faith that the conventional education and information services can continue to serve as an engine of economic advancement, or for that matter, serve as a vehicle for equitable distribution of social benefits. Science and technology are no longer seen as automatic saviors, and federal science budgets have not grown in the 1970s the way they did in the 1960s. Public libraries, which were once intended as educational forces for economic advancement of the poor, are now sometimes viewed as a public subsidy of middle class consumption. The urban poor are more likely to be listening to radio or watching television than visiting the public library.

Structure of the U.S. Economy in 1967

Before discussing the policy implications to be drawn from these trends, let us turn to a picture of the U.S. economy as it was in 1967, only this time in terms of dollars rather than percentage of labor force. Figure 3 shows, in millions of dollars and in percentage terms, the amount of information activity in the U.S. economy. The U.S. economy was arbitrarily divided into three sectors: a primary information sector, a secondary information sector, and the rest of the economy. Figure 4 presents the definitions used in defining those activities in the U.S. economy devoted to information. The principle underlying the allocation was that the good or service produced was primarily concerned with symbols rather than physical substance, just as in the labor force occupational classification. Thus law firms and accounting firms and a fraction of health services, as well as education, mass media, computers and telephone services are all included in the primary information sector.

The secondary information sector consists of that portion of activity devoted to information in industries whose output is something other than information. Any manufacturing firm may buy information services from primary sector firms such as law firms, accounting firms, management consultants, secretarial service firms, or buy rights to information (e.g., patent rights or licenses) from other organizations which have conducted basic research and development. Alternately, the firm may include internal quasi-firms in the form of its own legal department, accounting department, computer data processing department, secretarial pool, management services, company library or research department. The secondary information sector consists of those information services

Figure 4
TYPOLOGY OF PRIMARY INFORMATION SECTOR INDUSTRIES

- KNOWLEDGE PRODUCTION AND INVENTIVE INDUSTRIES
  - R & D and Inventive Industries (private)
  - Private Information Services
- INFORMATION DISTRIBUTION AND COMMUNICATION INDUSTRIES
  - Education
  - Public Information Services
  - Regulated Communication Media
  - Unregulated Communication Media
- RISK MANAGEMENT
  - Insurance Industries (components)
  - Finance Industries (components)
  - Speculative Brokers
- SEARCH AND CO-ORDINATION INDUSTRIES
  - Search and Non-Speculaive Brokerage Industries
  - Advertising Industries
  - Non-Market Coordinating Institutions
- INFORMATION PROCESSING AND TRANSMISSION SERVICES
  - Non-Electronic Based Processing
  - Electronic Based Processing
  - Telecommunication Infrastructure
- INFORMATION GOODS INDUSTRIES
  - Non-Electronic Consumption or Intermediate Goods
  - Non-Electronic Investment Goods
  - Electronic Consumption or Intermediate Goods
  - Electronic Investment Goods
- SELECTED GOVERNMENT ACTIVITIES
  - Primary Information Services in the Federal Government
  - Postal Service
  - State and Local Education
- SUPPORT FACILITIES
  - Information Structure Construction and Rental
  - Office Furnishings

provided internally within non-information firms rather than purchased from the primary information sector.

Figure 3 presents these results in a form that shows the value in millions of dollars of both the "final demand" and the "value added" to the economy of each of these three major subsectors. Final demand is the dollar value of goods and services sold to consumers, exported, or provided by government. Intermediate consumers are firms who utilize the output of other firms as their inputs. For example, the steel industry does not have a large final demand because consumers do not buy steel directly. The output of the steel industry is sold, for example, to the automobile and appliance industries, which in turn sell to consumers. The pulp and paper industry sells to the printing industry which sells to consumers or to libraries that provide services to consumers. The value added column represents the portion of the value of the good or service that is added by the particular industry. The additional "value added" by the automobile industry represents the value of its sales, less the amounts paid to its suppliers, such as the steel industry and the tyre industry. Since much of what is sold in the economy is sold to intermediate demand (i.e., other firms) rather than final demand, percentages of final demand do not provide a very accurate representation of the total economy. In Figure 3 the small contribution of secondary information value in final demand represents such things as patents, royalties and licensing agreements with foreign firms (which may be subsidiaries of U.S. firms.) Otherwise, all of the secondary information sector is assumed to "sell" its product to the firms they are actually part of. When measured in final demand terms, information goods and services account for approximately 25 percent of the 1967 U.S. economy. When measured in value added terms, the primary and secondary information sectors together account for about 46 percent of the U.S. economy in 1967. (See Figure 3).

An Input-Output Experiment on the 1967 Economy

The simplified three sector input-output matrix of Figure 3 can be expanded to show how much each sector of the economy sells to each other sector of the economy. One analysjs conducted by my colleague, Marc Porat (Porat, 1977), divided the U.S. into 108 different sectors, or industries, including 26 information goods or services industries and 82 non-information industries. The resulting 108 by 108 matrix, analogous to the three by three matrix of Figure 3, shows the dollar value of the goods and services sold by each industry to each other industry. If we think of the 108 industries as analogous to countries, then the information in the matrix shows the balance of payments in each direction between each pair of industries. If we assume no change in the structure of the economy from that represented in the matrix, then we can calculate the effects of various changes in the economy. For example, if the final demand for automobiles increases, we can calculate from the matrix how much of an effect there will be on the steel industry, the upholstery industry the plastics industry, the rubber industry, etc. This assumes of course, that the percentage of each input to automobiles stays the same without shifts in the proportions of steel or plastics going into the automobile. Having constructed this matrix, including 26 information industries, Porat asked the question, what would the U.S. economy have looked like in 1967 if the amount of capital invested in the information industries was doubled in that year, but the total capital investment of the economy stayed the same (i.e., proportionately less capital investment in steel, chemicals, automobiles, etc.). The result of that hypothetical experiment on the U.S. economy is shown in Figure 5. There is an immediate direct or first order effect as each information industry buys more of the capital goods of the type it uses, and the non-information industries buy less. That immediate direct effect is an increase of about $19 billion in information industries. But those direct effects ripple through the economy with secondary or indirect effects as the suppliers of these capital goods buy more or less from their suppliers because of the changed demand. When these indirect effects are added to the direct effects, the net effect is a reduction of the gross national product by more than $2 billion. Figure 6 shows the same hypothetical experiment with the changes measured in number of jobs rather than dollars. The net effect would have been the loss of 52,000 jobs.

This crude input-output experiment does not take into account any future benefits to the economy resulting from the capital investment in the information sector or any other structural change that might result. It assumes that costs and prices stay the same (at the 1967 level), and that the capital investment is in more of the same technology that is currently

Figure 5

NET IMPACT ON OUTPUT OF DOUBLING GROSS CAPITAL FORMATION IN INFORMATION CAPITAL

($ Millions, 1967)

		OUTPUT	
	Direct	Indirect	Total
Total	--246	–2,118	–2,362
Informa'ion	19,676	1,836	21,513
Non-Information	–19,922	–3,954	–23,875

Figure 6

NET IMPACT ON EMPLOYMENT OF DOUBLING GROSS CAPITAL FORMATION IN INFORMATION CAPITAL

(Thousands of Jobs, 1967)

		EMPLOYMENT	
	Direct	Indirect	Total
Total	34	–85	–52
Information	781	81	862
Non-Information	–747	–166	–914

being purchased. In this case about half of the capital investment in the information sector in 1967 went into office and school buildings. The immediate result would have been good for the information sector, but bad for the economy as a whole. This experiment is flawed in that it does not take into account the time dimension and later payoffs resulting from investment in cost reducing technology, or investment in schools and libraries for children who will not economically benefit until years later. Nevertheless, it provided another indication that, at least in the short run, we have reached a point of diminishing returns in investment in more of the same kind of information technology currently in use, including library buildings and printing presses. Even if we could show long run future benefits, it would be difficult to implement a national policy that led, in the short run, to a smaller economy and fewer jobs.

Information Policy Implications

The returns are not all in yet, but the preliminary evidence both from the labor statistics time series and the input-output experiment, as well as the intuitions of policy makers, who have in fact slowed the rate of growth of government controlled information expenditures — these all point to the U.S. economy being at the point of diminishing returns to increased investment in information activities as a way of achieving significant economic growth. Even if true, the result does not deny the past impact of changing the structure of the U.S. economy to include nearly 50 percent information activities. Nor does it suggest that the percentage should be reduced. But it does indicate that more of the same — more schools, more libraries, more office buildings, more printing, etc. — will no longer lead to economic gains at the rate apparently achieved in the past.

This result is consistent with the limits to growth arguments heard from ecologists and others concerned with the diminishing global supply of non-renewable resources. But the conclusions I draw are quite different. Information is not a material resource in short supply. As long as there are humans able to think, we will have an inexhaustible supply.

We may run short of trees to supply paper, chemicals to supply ink, and metal for printing presses, but we should be able to produce an infinite supply of ideas. Unlike the matter and energy requirements for food, shelter, clothing, and transportation, the matter and energy requirements for information storage and processing can be made arbitrarily small. If we run out of building space for the old newspaper collection (in which the paper may be decaying anyway), we can convert it to microfilm. If the matter-energy costs of computer storage become cheaper than print storage, (as some predict will happen in this century), the conversion can be made. If copper wire in coaxial cables used to transport electrons as information symbols becomes too expensive or too scarce, we can convert to use of photons as symbols in glass fibers made from sand.

The fact that information is already about 50 percent of the economy may permit indefinite continuation of economic growth, even under conditions of zero energy growth and stable ecologies. Appropriate information policy may permit an economic policy of economic growth through increased output per unit of energy consumption, rather than a policy of increased output through increased energy consumption. As we saw earlier, the fundamental structure of the U.S. economy has been radically changed in the last 25 years alone. In those 25 years since we passed the peak of the industrial age, the structure has changed to the point where 25-year-old economic growth policies no longer work. Instead of expending more on information in its present labor-intensive, print-intensive, and building-intensive forms as ways to improve the industrial sector, new information investment should be focussed on the information sector itself. There are more productivity gains to be made and economic growth potential to be realized in the information sector of the economy, which is both larger than the industrial sector and has the potential of continued expansion, even while reducing its matter-energy requirements.

To achieve the potential economic growth, the underlying technology of information will be gradually restructured, and the social institutions concerned with information will be reshaped to fit the scale and pattern of the new technology and other concurrent social changes. For example, library networks will change the patterns of inter-library resource sharing. The ideas and theories of scholars and researchers will certainly shift as attention is focussed on different problems.

One dilemma to be faced within the information sector is how to allocate resources between utilization of current information technology and services (that is, current consumption) and investment in the research and development and the new technology required to make the transition. For example, in the United States in the 1960s, library funds were in more plentiful supply than in the 1970s, and significant investment was made in computer technology for libraries and information services. The benefits of that research and development are now being put into place in the late 1970s with improved systems for internal technical processing and international computer networks for on-line bibliographic information retrieval services. Unfortunately, comparable levels of research and development funds for improving future library information systems are not currently available.

Do these trends portend a declining role and declining influence for libraries in an age of change in information technologies? Not necessarily.

I see a potential major role for libraries or library-like institutions. Because of the rate of social change and the information-intensive nature of most jobs, there is now a great need for life-long learning. The schools cannot teach eonugh to last people a lifetime. Continuing learning is essential. But life-long learning cannot be provided by teachers in school buildings because there would be not enough teachers or buildings to go around. The information and education services will be needed at peoples' homes and places of work at costs that a society can afford to make available to all its citizens, not just the young; (see Parker and Dunn, 1972). Libraries are the social institutions that have come closest to providing this kind of low-cost independent learning function in the past. The extension of library-type services into new information technologies, including computer networks, on-line reference services, on-line data retrieval, and, eventually, on line access to full text, may be an appropriate direction to turn.

The most significant policy implication of this analysis for libraries is that pleas for a larger share of societies dollars to do more of the same are unlikely to be successful. A much better case can be made for expenditure of funds on research and development leading to improved information technologies, funds for innovative institutional changes to facilitate the transition of old institutions to new ways of delivering information services and funds for the capital investments necessary to shift to new technologies. A coherent plan for managing the transition to information services with new information technologies will be an essential part of making such a case to economic policy makers. Even if the ideas are sound, skeptics may question whether libraries can, in fact, manage a technological transition. Some librarians may even prefer the important, continuing role of managing print resources and leave to other institutions the areas of new growth.

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Consignment Sales and Britain's Nineteenth-Century Colonial Book Trade

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The inclusion of a seemingly technical aspect of book-trade history in a programme devoted to the place and function of libraries in modern communities could easily be taken as a gratuitous gesture, a needless occasion for further strain in the already ambivalent special relationship of librarians and bibliographers. Although it would be useless to deny that the subject to be treated must appear quite esoteric to the mass of people whose professional activities centre around libraries, there are nonetheless lessons that the providers of information can draw from an account of an exploration of some of the ways in which books were conveyed, transmitted, perhaps even transported from the Old World to the New. Insofar as historical research and mere antiquarian curiosity are legitimate—and, one suspects, escalating—components of the demands made of libraries by their users, it is appropriate to examine, à propos of a specific problem, the adequacy of the resources available to inquirers. When the topic in question is directly related to the conditions under which libraries themselves were formed and built up, deficiencies in surviving records illuminate a perennial difficulty. How does one foresee the needs of future readers and anticipate investigations whose very aims and conceptual framework have not been formulated or defined? The changes and advances in physical bibliography in the last two or three decades show clearly enough that policies once thought acceptable in relation to the holding, or rather discarding, of multiple copies of the same edition or of allegedly trivial archival documents such as compositors' and pressmen's vouchers have vexatiously dispersed or simply destroyed invaluable evidence. No sort of historian is immune from this process, so that bibliographers and specialists in the book trade should not be rated unique in their deprivation. However, these last-named victims of rationalization and good housekeeping may be pardoned if they see a peculiar irony in their plight. Certainly they would want to urge on offending institutions greater energy and imagination in the seeking out of materials and more prudence and conservatism in the elimination of the supposedly ephemeral and unusable parts of their collections. No human activity, one could argue, is so insignificant that it should not be fully documented, and libraries and archival repositories have least excuse for ignoring this viewpoint of an historical profession long since converted from an exclusive preoccupation with high-level diplomacy and centre-stage political manoeuvring. That omnivorous acquisition and systematic preservation have formidable economic and logistic consequences is obvious, but this is a matter of public policy and society's priorities. The implicit moral of the story of the consignment sale is that libraries should "show the working" and not hide from view, how they themselves come into being and are closely related to the general supply of books and information in their own communities.

In presenting a first and inevitably provisional view of one facet of the colonial book trade of the nineteenth-century I want to stress that proper understanding of the whole social and cultural context is crucial in this sort of study. Thus, on the one hand it is necessary to observe the interaction of colony and mother country over a range of fields and pursuits, and on the other it is essential to compare and contrast different colonial societies in their links with Europe and among themselves. Once book trade history ceases to be anecdotal and antiquarian in approach, such wider questions cannot be avoided, however difficult they may be to answer. It is in this perspective that I have undertaken a general investigation of printing, publishing, bookselling, collecting and libraries in the nineteenth-century Australian colonies. In English we have no one word to suggest the full extent of the inquiry, but the French *histoire du livre*, especially as it has been interpreted in the wake of the now classic monograph *L'Apparition du livre* by Lucien Febvre and Henri-Jean Martin,[1] sums up well what I have in mind. My immediate concern in this paper is therefore both modest and ambitious. While I restrict myself to the consignment sale to the exclusion of other kinds of auctions and of the various enterprises of wholesale and retail booksellers, I do try to go beyond the Australia-Britain connexion in order to see this as a normal phenomenon of some phases at least of all trading in books with overseas colonies.

To the best of my knowledge consignment sales have not yet been systematically treated anywhere as far as the English-speaking world is concerned. I am not in a position to discuss the obviously complex book trade relations between Spain and her colonies, and, as far as I can see, if one excepts work done in Canada and in Mauritius, exports of books from France to her old or new colonial empires have not attracted any serious attention from historians. Although the non-English experience is in no sense irrelevant to the inquiry at its broadest, I have not attempted to encompass it here apart from cases where English consignments have gone to Latin America. Concentration on Britain's colonial book trade is therefore largely dictated by the sources I have been able to consult.

It is perhaps not surprising that the consignment or invoice of books — both words are habitually used in the nineteenth-century — has been somewhat neglected. Full understanding requires evidence from both sides, and few researchers have been materially in a position to seek it out even if they have recognized the validity of a two-pronged approach. From the point of view of the colonial the consignment is something like a concrete answer to the prayers and invocations of a literary cargo cultist. The initiative in its being sent at all comes overwhelmingly from the British bookseller, who bears all the risks and often has no more than rudimentary knowledge of local conditions. Hence when Elizabeth Webby in her interesting series of articles on English literature in Australia before 1850 speaks of auctions of "speculative importations", the adjective is more accurate than the noun in the great majority of cases.[2] No doubt auctioneers came to encourage regular consignments, which brought them ten percent commission, but the speculation remained essentially that of the exporter, whose choice was also critical in the lots included. The invoice, seen in isolation and without reference to the supplier, cannot but be somewhat factitious for the modern student in Melbourne, Boston or Dunedin. On the other hand, outside global figures on the quantity and value of books and stationery exported, there is apparently little record in Britain of the extent of this traffic and no modern analysis of its nature and function. Yet it is a reasonable assumption that the houses that came to specialize in sending consignments to North America and to the British colonies did so for a purpose, which,

81

given the delays of admittedly more efficient nineteenth-century surface mail and transport and the uncertainties of remote sales usually without reserve, cannot have been simply quick profits. How is the English book trade historian to cope in his turn with the consignments when all the evidence apart from any surviving business records is dispersed across the globe in the form of locally issued catalogues, newspaper advertisements and perhaps volumes of verifiable provenance?

Even with the advantages of a fairly clear notion of what to seek and of the opportunity in 1974 to travel extensively in New Zealand, North America, the United Kingdom and Western Europe I have by no means found answers to all my questions about consignment sales. The sad fact is that the archives of the relevant bookselling and/or publishing firms have been as capriciously preserved as those of others and that auction catalogues were for most nineteenth-century libraries trivia not worth keeping. The result is that there are irreparable gaps in what we can know about the content of many invoices, about the prices realized, about the motives of the exporters and about their place in the British trade. Fortunately, however, there are enough samples both of accounts and correspondence and of catalogues to combine with the constant record of the colonial newspapers in order to provide a partial solution and to frame hypotheses that will need to be tested by further research.

Whatever my strictures about the failure of libraries to allow for the inquisitiveness of the last third of the twentieth-century, I must confess a substantial debt to the many librarians in three continents, who guided me to material that was and is not always fully catalogued and who furnished me, often at short notice, with photocopies that I could examine later at my leisure. Without their help even this first essay on a difficult subject would not have been feasible. Even more decisive was the generous aid of members of the antiquarian book trade, and I am happy to record once again from personal experience how much they contribute to the progress of bibliographical scholarship. In particular I wish to thank Messrs. P. N. Poole-Wilson and E M. Dring of Bernard Quaritch Ltd for granting me free access to their firm's collection of annotated consignment sale catalogues and related manuscript material and for authorizing me to publish the results of my studies.

In the light of the present state of my understanding of the problem, there are two main aspects of the consignment sale that should be discussed in an introductory *exposé*. The first is the role of speculative invoices in supplying colonial markets where there are relatively few retail booksellers and where there are no specialist importers or wholesalers to organize and control the regular provision of the books required by the local reading public. This function can generally be assigned to a specific period, which will not be the same within the Australian colonies or *a fortiori* across the then English-speaking world. The second aspect concerns a more specialized trade in antiquarian and secondhand books that could, and in a sense still can, exist alongside relatively sophisticated private auction and bookselling arrangements in the colonies and countries involved. Here I shall limit myself to two specific cases, those of Edward Lumley and Bernard Quaritch, that run virtually through the whole of the reign of Queen Victoria. A brief conclusion will then venture some reflections on the place of this tenacious feature of the colonial and even North American book world in the wider context of cultural history.

* * *

It is hardly necessary to point out that the consignment trade in books was only a small part of the speculative enterprise of European exporters. Manufactured goods and foodstuffs of all kinds were sent in cargoes to distant ports for sale to local merchants directly or by public auction. Patterns established in the eighteenth-century (for New South Wales) or earlier were continued for much of the nineteenth-century despite growing opposition from colonial importers who had established their own buying branches in Britain and Europe or linked up with wholesalers and manufacturers at the source. As Lewis Atherton notes in his *The Frontier Merchant in Mid-America*,[3] the merchants of the Eastern seaboard of the United States had to contend with auctions of goods consigned by foreign firms to agents or to the auctioneers themselves up to the time of the Civil War. In Britain's commercially less developed colonies in the South Seas the practice was predictably slower in disappearing, although there were evident differences between the varous products, some being squeezed out earlier because of local manufacture or rapid development of specialist importing firms.

Market conditions reflected peculiar situations in the individual colonies or at times the exaggerated expectations of speculators whose concrete reactions to news of expanding opportunities always arrived after an unavoidably long delay that made them prime victims of the "tyranny of distance." The beginnings of the penal colonies in New South Wales and Van Diemen's Land were frequently difficult for traders because of the governors' disinclination to allow the free play of market forces and because of general instability and problems with credit and foreign exchange. The contributions by M. J. E. Steven and D. R. Hainsworth to the collective volume *Economic Growth of Australia 1788-1821* bring out the failure of many speculations, especially in the years 1812-1815.[4] Later the Gold Rush boom of the early 1850s was to see, as chronicled by A. G. Serle in *The Golden Age*,[5] a similar débâcle of the speculators, whether they were European and North American merchants or immigrants who had converted their capital into goods for sale on arrival in Victoria. Although these anarchical extremes were far from afflicting most consignments, it was to be expected that the growth in the second half of the nineteenth century of more orderly marketing, backed up by greatly improved communications with the Northern Hemisphere, would reduce the importance and desirability of speculative cargoes.

Just as books have their place in this general picture of the decline of unordered and sometimes unwanted consignments, so they need to be seen against the background of changing distribution systems in the nineteenth century. The issues raised in David Alexander's *Retailing in England during the Industrial Revolution*[6] go well beyond the scope of the present paper, but it is clear that historians of the book-trade in Britain, North America and the British colonies could profitably study in depth and quantitatively the relations between markets and fairs — or auctions in the less traditional societies — itinerant sellers and fixed shops. While the regression of consignment sales parallels that of fairs and markets, it should be remembered that shops have never completely supplanted other forms of retailing and that there is not and has never been *one* public for printed matter either in Europe or in its colonial and ex-colonial extensions. Much careful documentation remains to be done before these realities can be accurately charted for Australia in particular.

Paradoxically the vogue of consignment sales of books may have lasted longer in the United States than in Australia and New Zealand. While many of the relevant auction catalogues listed in George L. McKay's

American Book Auction Catalogues 1713-1934: a Union List[7] clearly fall into the antiquarian and secondhand category to be discussed later, numerous others right through the century seem to offer new English books in no way distinguished by rarity. The fact that many of the sales were conducted by the New York firm of Bangs and various partners (1837-1903) indicates a context not far removed from the trade sales in which publishers disposed of remainder stocks and electroplates of entire editions. In the absence of an up-to-date and comprehensive study of this rather contentious facet of the American trade it would be rash to make any firm pronouncement about the parallel consignment sales. Remembering, however, that the North American market was independent and habitually piratical in relation to British publications, it may be supposed that those works that were too cheap or too recondite to be profitably reprinted continued to be made available in a way consistent with the somewhat uncertain connexions between the representatives of the trade in the two countries.

Australia and New Zealand, unlike Canada, were far enough away from the United States to be effectively defended against a mass invasion of American piracies. This war, which is also waiting for its chronicler, saw many skirmishes, some of which have been noted by recent historians like E. D. and Annette Potts in *Young America and Australian Gold: Americans and the Gold Rush of the 1850s*,[8] John Holroyd in *George Robertson of Melbourne 1825-1898, Pioneer Bookseller & Publisher*[9] and Ian McLaren in his article on H. T. Dwight in the *Australian Dictionary of Biography*[10]. However, it was fought conscientiously by the colonial, and ultimately British, authorities for the good reason that from the Gold Rush on Australia was potentially or actually the largest external market for English — and Scottish — publishers. Recognition of this development alone would have created quite different circumstances for speculative, i.e. haphazard and unplanned, access to the colonial trade.

The broad lines of a history of consignment sales of new books in the Australian colonies and indeed in New Zealand are clear in the light of Britain's enveloping concern for this prize outlet for her publications. The very earliest period to 1820 was marked by a total lack of booktrade interest in the infant colonies. What books there were to be read and to be bought had been imported by individuals either *en bloc* or as the result of later orders transmitted with heroic delays to booksellers in the United Kingdom. As Elizabeth Webby has shown[11], the very first speculative cargoes came in the 1820s, possibly at the instigation of local importers, and were sold initially — with mediocre success — from warehouses. Later in the decade the formula of the auction sale was adopted and this was to remain the approved method for disposing of consignments either to booksellers or to members of the general public. The appearance of retail shops in the 1830s and 1840s, or somewhat later in some of the newer settlements, did not change the role of the auctions of speculative invoices, although a few of the booksellers, notably Thomas Teggs sons James and Samuel Angustus, who opened various businesses in Sydney, Hobart and Launceston, imported their stock directly from Britain. As the population grew, sales of the collections of colonists and officials returning to Europe provided opportunities for buying secondhand books in some quantity as well.

The end of this phase is more difficult to establish, not least because it was far from uniform across the Australasian colonies. The leader was now Melbourne, the most populous city in Britain's Pacific dependencies thanks to the economic boost of the gold discoveries of the 1850s. It was here that the trade organized itself to cope with a situation that compelled it to operate on a new scale. A glance, for example, at the figures contained in the *Annual Statement of the Trade and Navigation of the United Kingdom with Foreign Countries and British Possessions in the Year 1855* shows an enormous upsurge in exports of books and stationery to Australia in general and to Victoria in particular.[12] Part of this was purely speculative, with staggering peaks in 1853 and 1854, but there was nothing like a full retreat from the new levels. Book export values for Victoria alone went from £10766 in 1851 to £18164 in 1852, £68713 in 1853, £68137 in 1854 and £48565 in 1855. In the last-mentioned year the figure for the whole of Australia was £111754, compared with £103642 for the United States, including California, and £39283 for the British East Indies, the next country on the list. Victoria in 1861 was the most literate of the colonies in Australia, but it fell well behind New Zealand, as T. A. Coghlan's *A Statistical Account of the Seven Colonies of Australasia* reveals.[13] The greatly enlarged reading public was served by retail outlets where a new professionalism reflected solid training in British shops. Three firms stood out from a more than respectable crop — George Robertson's, which, in addition to dominating Australian publishing till the late 1880s, laid the basis of an efficient importing and wholesaling operation, H. T. Dwight's, which combined publishing with quite ambitious secondhand bookselling, averaging two catalogues a year over the period 1859-1871, and the Gordon and Gotch newsagency, which was to become one of Australia's few multinationals. The year 1859, to which I propose to return in more detail elsewhere, was something of a turning point since it saw not only the earliest successful advertising journal aimed at bookshop customers, *Walch's Literary Intelligencer, and General Advertiser*, but also the first of a long series of trade catalogues George Robertson directed to his colleagues in Victoria, New South Wales, South Australia, Tasmania and New Zealand.

In effect Robertson played a crucial part in introducing the changes that were to make consignment sales quite redundant. In 1861 he launched his own general book advertising journal, *George Robertson's Monthly Book Circular*. The following year he staged the first of a series of trade auction sales to which the public was not admitted. In this way he assumed the function of middleman between the publishers in Britain, where he maintained a London office, and Australian retailers who, if they were content to rely on the selections made by Robertson's agents, were saved the bother of correspondence with perhaps dozens of potential suppliers. Some shops, like the one F. F. Baillière established in Melbourne in the early 1860s, continued to be dependent on particular contacts overseas, in this case a family dynasty ensconced in Paris, London, Madrid and New York. Others like the "Glasgow Book Repository" Robert Mackay sensibly moved from depressed Sydney to Melbourne after auctioning off his stock on 8 January 1862, were also in communication with specific elements in the Britsh trade. None of them needed speculative cargoes in an orderly market whose requirements they had studied. Consequently it is no surprise to discover that auction sales of consignments took a modest place in the Melbourne lists in the 1860s. On the other hand, in Sydney, further away from George Robertson's domination, substantial invoices continued to be offered in the same decade by the firm of Chatto and Hughes notably. Thus, despite the significance of the 1860 watershed, it could be maintained that the final eclipse of the new book consignment was not to come until the 1870s and 1880s when British publishing houses began to set up branches in Sydney and especially Melbourne.

For close on half a century the consignment sale was a major resource for booksellers and bookbuyers in the Australasian colonies, which no doubt justifies the sort of detailed analysis Elizabeth Webby has undertaken of its contents before 1850. However, it must be recalled that, while the advertisement columns of such newspapers as *The Sydney Morning Herald* and *The Argus* allow us to know what sales took place, they do not necessarily itemize what was put up for auction. For smaller invoices the auctioneer might be content to provide in the newspaper itself a list of the principal titles included. Where thousands of volumes were involved, as sometimes happened in Sydney in the 1860s, a separate catalogue would be issued. Very few of these have been preserved, especially for the later period. A happy chance put D. S. Mitchell in the way of a substantial bundle of auction catalogues of the 1830s and 1840s, many of them concerned with consignments. The Turnbull Library and the Victoria University of Wellington have — largely duplicated — a small sample of what was sent to New Zealand in the 1850s. A handful of other lists or catalogues have survived in some of our public collections. All in all it is even more disappointing than the meagre harvest McKay records for the United States in the eighteenth century, a mere score of catalogues remaining from well over 450. Sad to say, our libraries do not measure up any better when the tally is extended to any sort of nineteenth-century book auction or bookseller's catalogue, but these are disabilities bibliographers learn to live with.

Falling back on the newspaper advertisement column, we may find a not untypical example in *The Argus* of 30 April 1859:

> THIS DAY.
> At Eleven o'clock
> Choice Collection of Standard Works,
> By Thackeray, Bulwer, Dickens, Lover, Cockton, James, and Others.
> Also,
> Invoice of Prayer Books, Church Services, &c.
> To Booksellers, Stationers, and Others.
>
> W. M. TENNENT and Co. will SELL by AUCTION, at their rooms, Collins-street west, on Saturday, April 30, at eleven oclock,
>
> An invoice of new and standard works, including, amongst a great variety—
>
> Pendennis, Vanity Fair, Dombey and Son, David Copperfield, The Last Days of Pompeii,
>
> Zanoni, Christopher Tadpole, Handy Andy, Rory O'More, Valentine Vox, Henrietta Temple, Venetia, Sybil, Richelieu, Ainsworth's Tower of London, The Miser's Daughter, Valentine M'Clutchy, The Victim of Fashion, Old St. Paul's, Fielding's Novels, Smollett's Works, Macaulay's Speeches, Pope's Homer's Iliad and Odyssey, Longfellow's, Cooper's and Young's poetical works, Shakespeare's Works, &c.
>
> Also
>
> An invoice of Prayer Books, Church Services, reference Bibles, &c.,

elegantly bound in roan, morocco, morocco antique, velvet, Gothic. &c.

Catalogues may be obtained at the rooms of the auctioneers.

Terms — Cash.

The same day another sale was held, but this time the firm responsible for the consignment was not anonymous:

THIS DAY.

Books. Books.

Consignment of Valuable New Works.

To Gentlemen, Booksellers, and Others.

W. EASEY and Co., will SELL by Auction, at their rooms, Collins-street west, on Saturday, April 30, at eleven o'clock, a very extensive and valuable collection of new works, now just landed, consisting of:

Rollin's Ancient History
Smollett's Works
Fielding's Works
Swift's Works
Scott's Commentary
Valpy's Shakespeare, 15 vols.
Knight's Shakespeare, 8 do
South's Household Surgery
Spooner on Sheep
Vaughan's History of England
White's Farriery
Milton's Poetical Works
Southey's Early British Poets
Thomson's Seasons
Gil Blas
Pictorial Handbook of London
China, Ava, Siam, &c.
The Holy Land
Rome in the Nineteenth Century
Pope's Homer's Iliad
Pope's Life and Letters
Pope's Poetical Works
Pope's Homer's Odyssey
India, Pictorial and Descriptive
Battles of the British Navy
Life of Wellington
Michaelangelo and Raphael
Walker's Manly Exercises
Robinson Crusoe
Mudie's British Birds
Milton's Works
Coxe's Memoirs of Duke of Marlborough
Butler's Analogy and Sermons
Mignet's History of French Revolution
Luther's Table-Talk
Robert Hall's Miscellaneous Works
1 Bible Cabinet, Pictorial
1 Biblia Hebraica
Brougham's Philosophy, 8 vols.
Do Statesman, 3 vols.

Burns's Works
Byron's Tales and Poems
Gems of Art
Hogarth's Memoirs of the Musical Drama
Fuller's Works, complete
Washington Irving's Works
Johnson's Farmers' Encyclopaedia
Knight's Old English Worthies
Ledru Rollin on the Decline of England
Life of Dost Mahomed Khan
Maryatt's Works — Poor Jack, Pirate and Three Cutters, Privateersman, &c.
Musical Gems
Do Library
New Edinburgh Gazetteer
Nicholson's Principles of Architecture
Pictorial History of France
Do do Germany,
And

A large quantity of miscellaneous works. The auctioneers beg to call the attention of gentlemen and others to the above collection of valuable works, which have been selected and consigned by the well-known publisher, Mr. H. G. Bohn, of London.

Terms at Sale.

Any commentary on the titles included would be superfluous, and indeed Bohn's name is the beginning of a warning about over-strenuous glossing of such material.

McKay has only two entries for Bohn, consignments to J. E. Cooley of New York in 1864 and 1865.[14] Yet some catalogues of Bohn invoices to Sydney in the 1840s are in the Mitchell Library, attesting an interest in the consignment trade extending over two decades. How serious was Bohn about this? James J. Barnes' recent monograph *Authors, Publishers and Politicians: the Quest for an Anglo-American Copyright Agreement 1815-1854* reminds us that Bohn the cheap reprinter was not above pirating, in his "Shilling Series", American works, especially various texts of Washington Irving[15]. In this he was competing with his fellow reprinter George Routledge, who had earlier been a rival in the remainder field. Is it a mere coincidence that among the Turnbull Library consignment sale catalogues is one listing the offering by Bethune and Hunter on 6 September 1854 of seven cases of books from "Messrs. Routledge & Co., London"? Apart from "51 Uncle Tom's Cabin" and "120 Bulwer's Pelham", two of the reprinter's great successes, the catalogue contains, tipped in, a January 1854 prospectus for the "Railway Library":

GEORGE ROUTLEDGE & CO.'s
NEW YEAR'S ADDRESS TO THEIR COLONIAL FRIENDS.

"Heavy work and light reading" are the natural employments of emigrants. Hard toil and incessant activity are required everywhere to gain a position in the world, but especially so by the emigrant in a young colony, where indolence is sure to be attended by failure and continental poverty. But the labour that is required renders it necessary that relaxation should follow it, to recruit the energies of body and mind, and nothing is so useful for this purpose as the reading of *well written works of fiction*.

> The Railway Library, projected by G. Routledge & Co. in 1848, is eminently adapted for this purpose; the best works of the kind ever published are included in it, all by the most celebrated authors, and characterised by sound moral purpose and thorough English feeling. Seventy volumes have now been issued and a new volume will be published every month. Our friends in Australia and elsewhere know well enough that, for them, *heavy work* will always be ready, and they may be assured there shall be no want of *light reading* as long as Routledge & Co. publish the Railway Library, and furnish a complete and first rate novel for the twentieth part of a pinch of gold dust.

That the emigrant should be one of the targets of the publicity for Routledge's cheap series and that this solicitude should stretch to the making up of consignments for sale in New Zealand is after all quite natural. F. A. Mumby, to be sure, says nothing about colonial invoices in *The House of Routledge, 1834-1934*,[16] but centenary histories are rarely guilty of such pedantry. Nonetheless, mindful of the earlier active interest of the Teggs in the Australian colonies the booktrade historian might well ask whether the consignment did not often function as an extension of the remainder and cheap reprint trade. "Dumping" is an unkind word, but it is a working hypothesis that calls for some testing in more detailed research.

* * *

Anyone interested in the nineteenth-century history of consignment sales encounters sooner or later the name of Edward Lumley. This bookseller and publisher, as he is listed in Hodson's *Booksellers, Publishers and Stationers' Directory* of 1855,[17] has remained a rather shadowy figure, in all important respects unknown even to the late A. N. L. Munby, although volume IV of the *Phillipps Studies* records in an appendix Sir Thomas Phillipps' own note of Lumley as the source in 1853 of one of his manuscripts.[18] It would be premature to essay any sort of portrait of the man and his work, since a good deal more research has to be done, but it is possible to suggest something of his significance in the field of consignments from Britain to the English-speaking world overseas.

In many ways Lumley marks an intermediate stage between purveyors of cheap new books to raw emigrant societies and antiquarian specialists exploring the potential and the sophistication of markets beyond London. His catalogues tended to have something for everybody, with new books, some of them undoubtedly cheap and remaindered, alongside secondhand and even antiquarian offerings of a modest kind. Buyers of some discrimination could not afford to scorn his sales, whereas most invoices would have been of little interest to them. The theatrical gentleman whose professionally slanted collection was dispersed by auction in Melbourne on 21 July 1866 noted in his manuscript library catalogue the provenance of each item, and "Part of a consignment from Lumley" appears alongside "Willis & Sotheran through Dwight's", "S.h. at Professor Reeves sale", "S.h. through Baillière", "S.h. from Kelly, Dublin, through Mullen", "S.h. at Hobart Town", "Bought in Florence" and other such marginalia characteristic of a purposeful bookbuyer.[19] It is therefore not fanciful to see Lumley as attempting to cater for an identifiable secondhand trade with discreet bibliophilic pretensions.

The bookseller himself was not unconscious of the little notice apparently taken of him. Writing in retirement on 7 March 1872 to J. O. Halliwell-

Phillipps,[20] of whom he subscribes himself "I suppose one of your oldest living friends", he reports some occasions of happiness and in particular:

> I was very fortunate the day before yesterday. I received Cooper the cidevant Chartist & author of the Purgatory of Suicides etc. Life "One of the first copies from the Author" in which he almost alone out of the multitude of people I have assisted gives me some notice & speaks kindly of my existence.

The Life of Thomas Cooper written by himself recalls that the author had sold books to Lumley in 1839-40 and then been employed to copy out the text of Caxton on chess at the British Museum:

> When I had copied Caxton, Mr. Lumley told me, if I could not find more remunerative employ, he would get me to assist him in making catalogues of the old books he was sending to America — of which he despatched thousands of volumes, at that time. Then he began to issue a Bibliographical Journal, or monthly book advertiser, and I helped in some manner with that. All this was very subordinate labour, and but little money could be afforded for it; but I was treated with such respectful kindness by Mr. Lumley, that I retain a very grateful remembrance of him.[21]

Cooper's recollection of "old books" hits precisely on the peculiar character of Lumley's consignmentt rade.

Without any archival evidence to draw on, we have to have recourse to the catalogues themselves. These were invariably prepared and printed in England, so that they accompanied the lots for sale in the cases consigned to American or colonial ports. The exact date of the sale and the auctioneer's name were left blank to be completed in manuscript or by overstamping with the appropriate details. What proportion of them has survived? McKay does not list — for the nineteenth century at any rate — catalogues known only from mentions in newspaper advertisements. Until we have full information on what is recorded in the Australian and New Zealand press, the extent of losses in this part of the world can only be surmised. Certainly there appears to be now no trace of the catalogue for the auction sale conducted in Sydney on 14 March 1862 by Chatto and Hughes. The latest in date of the Australasian catalogues is one sent to Melbourne in 1856 and preserved in the State Library of Victoria. Examples for Launceston, Wellington, Sydney and Port Fairy date from the years 1847 to 1851. The American tally as set down by McKay covers a longer period, 1843 to 1871, although the ports concerned are more predictable — Boston, Philadelphia, New York. Two significant indications of Lumley's alertness to new bibliophilic horizons were missed from McKay's union list — a Chicago consignment of 1867 whose catalogue is in the Chicago Historical Society and a San Francisco example of 1871 held in the Beinecke. The inquirer discovers too that a McKay listing does not lead infallibly to the catalogue in question. Three prestigious institutions could not produce any of the items they were alleged to own, and others had rather insecure bibliographical control over their holdings. Proper conservation is evidently a problem as well, so that these and other American catalogues have to be considered at risk. The British gaps in Lumley's catalogues issued from as early as 1832 give no grounds for complacency either. In short one can sample the material rather than survey it in depth.

What is revealed in this more casual way? First, the fact that Lumley felt constrained to emphasize the cheapness of his wares, but this was ever a servitude of the colonial trade. Second, that he could be comically patronizing as in the exhortation that appeared on several of his American and antipodean catalogues:

> N.B.—When confined by illness, a wet day, or depressed in spirits, what better companion than a book? and when we consider that before printing was invented hundreds of pounds were willingly given for a work in manuscript, *difficult to read*, which work, with all the improvements of succeeding centuries, can now be had for a few shillings, is not this a reason for purchasing, more especially at the present sale?

Third, that he was indeed interested in remainders and had taken over such works as Flinders' *Voyage to Terra Australis* and Hansard's *Typographia*. Fourth, that he pushed his own publications, for example in the San Francisco catalogue. One of his special ventures in this field was books for children. Fifth, that, however rushed and rudimentary his cataloguing was and could be expected to be from Cooper's account, he always paid attention to distinguished provenance. No doubt this trait can be linked to Lumley's taste for autographs, "the great amusement of my life," which led to a posthumously published compilation of 1875 — *The Art of Judging the Character of Individuals from their Handwriting and Style*.[22] At all events it is curious to learn that Dr. Parr's copy of Crabbe's *Poems*, 1807, went to Port Fairy in 1848 and that the same divine's set of Johnson's *Dictionary* of 1755 was consigned to Launceston for sale at the beginning of 1849. However, when one discovers that, unbeknown to Wilmarth Lewis and Allen Hazen, Lumley siphoned part of Horace Walpole's library to North America in the 1840s, the consignment phenomenon begins to assume a new importance in the story of the shift of the Western cultural heritage to the New World.

The Quaritch archive is unique in permitting a comprehensive view of the consigner's experience of this trade. However, the great London bookseller was aiming for a quite special market, far removed from the one interested Bohn and Routledge and quite distinct too from the rather ambiguous zone in which Lumley operated. At the same time his colonial and extra-European invoices were in no way comparable to the highest levels of his normal business pursuits in the English metropolis. Indeed, the major problem of the whole experiment was to be finding the right level for colonial book collectors.

The catalogues and associated papers preserved at Quaritch's cover the period from the late 1870s to the beginning of this century. McKay lists two earlier sales in 1867 and 1870, but these are not accounted for. On the other hand the geographical range of Quaritch's ventures is quite staggering. Consignments were sent to the English provinces, to various European and North American cities, to Capetown, Bombay, Madras, Calcutta, Rangoon, Singapore, Amoy, Hong Kong, Shanghai, Yokohama, Melbourne, Sydney, Wellington, Buenos Aires and Valparaiso. The usual formula was analogous to that adopted by Lumley. Catalogues prepared and printed in England were included in the cases of books. Wrappers printed locally at the behest of Quaritch's agents or auctioneers gave necessary information on the time and place of the sales. Occasionally if the English catalogues failed to turn up or were insufficient in number, new lists were prepared and printed in the relevant cities. Apart from returning priced catalogues and statements of account the various agents frequently sent comments on the reasons for the success or failure of the auctions and attached press cuttings if the consignment had had the honour of such notice.

Overall the material gives a fascinating picture of the varieties and pitfalls of markets scattered all over the globe. Quaritch learnt — often from results that fell far short of expectations — that one has to take account of climate, of seasons, of revolutions, of shipwrecks — one consignment for Yokohama was lost in this way — of booms in which all men's thoughts turn towards gold, of depressions and of the cultural sensibilities of colonials standing on their dignity. Then, too, there were dilatory agents of questioned honesty and certainly slow to transmit the proceeds to London. In a separate article on the one consignment sent to New Zealand in 1892 I propose to look at a case of this kind. For the London firm it was a painful process of trial and error, and several markets were given up as hopeless.

Chance could play a part as well. On 25 September 1888 MacKenzie, Lyall & Co. wrote from Calcutta;

> We were fortunate in securing the presence at the sale of a Rajah (Native prince) who purchased a large portion, and assisted considerably in advancing prices.

In April the next year the Rajah stayed away and prices slumped. These same agents and others were by no means overawed by the Quaritch reputation and roundly criticized deficiences in cataloguing or packing. On 21 October 1884 they had a quite special complaint:

> Lot 66 "Hindoo Kama Shastra Society" we withdrew from the sale as we feared the police might comedown on us for selling improper books, as it was the foot note in the Catalogue: "This lot is not on view but will be delivered after the sale" has led to some comment: and we would ask you in future sendings to exclude any questionable works: the only other remarks we have to make, are, that rare or old Books are not much appreciated.

The last point, which was made in other Asian cities as well, was not necessarily repeated in colonies of temperate climate and European settlement.

The fairly constant complaints from MacKern Brothers in Buenos Aires were rather different. On 3 May 1880 they wrote:

> On 28/9 ult. your Book auction took place, and we regret to say, with very poor results, owing partly to the prevailing political excitement consequent on the approaching Presidential election, but chiefly to the want of a larger and more interesting collection of books on America, &c. Some of our best book customers declared that if you did not improve your assortment in future sendings they would not even attend the auctions, not to lose their time. You should also avoid sending incomplete books, see lot No. 169 Tschudi which was sent *without* the atlas — people here are far more exacting in these particulars than same class in Europe — partly from a suspicion that you there in Europe think "anything will do for S. America"!: seriously, this is a capital error.

Five years later on 6 June 1885 William MacKern took up the theme once more:

> I presume it is no use lecturing further on this old topic, as no doubt it answers your purpose thus to rid yourself of surplus stock. [. . .] Your instructions as to reserve prices were attended to respecting the *valuable* books (illustrated), but better prices could not be obtained. The circle of book-buyers in this City is limited, and your *regular* stock-books are pretty well placed throughout.

In the end the Argentinian connexion seems to have broken down round 1890 because of very poor sale results in a time of crisis, but the frank comments of the agents help to identify the fundamental weakness of the speculative system.

On the whole Quaritch's Australian agents were less forthcoming, and the state of the market has to be deduced from prices realized and lots passed in. Two consignments were sent to Sydney, the first in 1880 and the second, after a long gap, in 1892. The occasion of the first sending we discover from the consignees Allan & Co.:

> We learn from our mutual friend Dr. G. Bennett that it is through his kind introduction we are favored with a consignment of Books and with which we will do our best to carry out your instructions and to effect a satisfactory sale though we are not sanguine of success.

Not altogether surprisingly the catalogue includes as lot 6:

> Bennett's (Geo.) Wanderings in New South Wales, Batavia, Pedir Coast, Singapore, and China in 1832, 1833, and 1834; 2 vols., plates, boards, 1844.
>
> A most interesting work, by the now eminent and learned Dr. G. Bennett.

However, there were few other books of local interest in the consignment, which, although small, being valued at £70 only by Quaritch, was fairly typical of what was thought suitable for colonial markets. This "splendid collection of modern works", i.e. nineteenth-century imprints, represented all too obviously a clearing of stock, with more than one example of multiple copies. No fewer than six of Jagor's *Travels in the Philippines* of 1875 appeared. Natural history, travels, architecture, painting, decorative arts, philology, these were favourite subjects. Many works were expensively illustrated, and one cannot escape the impression that, estimable though they may be in themselves, they conformed to a certain view of a carriage trade without undue refinement. Taking several catalogues together the reader understands without difficulty the complaint of "sameness" that was voiced by the Buenos Aires agents and even newspapers. The same titles of what were in effect superior remainders keep turning up. If this is contrasted with the unpredictable character of Lumley's invoices and with the very much more interesting material that was constantly coming onto the colonial market as part of deceased estates or private dispersals, it will be seen that the Quaritch experiment was in some sense predestined to fizzle out.

In Australia the end came rather brutally. Three sales were held in Melbourne between 1887 and 1892 with the book specialists Gemmell, Tuckett and Co. as auctioneers. None was really successful, and the third on 16 February 1892 was an utter disaster, with lots valued at £400 realizing at the auction and later less than £85, although some items that were bought in were ultimately returned to London. The auctioneers confessed on 1 March 1892:

> We are afraid the results will not be considered satisfactory, many of the reserved lots not being sold. This is partly attributable to the terribly depressed state of affairs in Melbourne and partly to the fact that many of the books were scarcely suitable to this market.

The books returned to London in July included the Memorial Edition of Thomas Bewick, Bradley's *Dictionary of Miniaturists,* Kenelm Digby's *Broad Stone of Honour,* General Forlong's *Rivers of Life,* the new Shakespeare Society's *Shakespeare Quarto Facsimiles,* Badger's *English-Arabic Lexicon* and Claude's *Liber Veritatis.* The second Sydney sale on 10 August 1892 was less catastrophic but still far from brilliant. The auctioneers Newton and Lamb were reasonably happy with the result, as they intimated on 22 August 1892.

> Considering the financial depresssion now prevailing we consider the result most favourable & trust you will find it satisfactory.

Some lots originally passed in, like a group of Turkish philology, were sold later, but Quaritch was not to experiment again with a depressed Australian market that was in any case resistant to many of the books he wanted to sell or be rid of.

* * *

Distance eventually triumphed over the nineteenth-century consigners to Australia. To succeed one had to know the market well, which meant, in an age before air travel, establishing local branches. However, the clear link between the consigners and remaindering, cheap reprinting and stock culling was hardly conducive to such capital investments. The only partly heeded advice of Quaritch's agents suggests that the operation could not afford to be turned aside from its *raison d'être,* which was determined by British and not by American and colonial conditions and problems. Service to the external market was secondary to the resolution of difficulties arising from overproduction or overstocking in Britain. In Quaritch's case the whole long episode was marginal, of value perhaps in bringing the house's name to the attention of individual colonial collectors, some of whom proved to be highly serious customers in later years. In these circumstances, as in the days of earlier, more cynical profiteering from speculation, a measure of ignorance was to be expected. Gemmell, Tuckett & Co. politely corrected the head-title of the 1892 consignment catalogue:

> You will find some alterations on title page of Catalogue, Mr. Alexander having died some time ago & Slade should be Cole.

In truth to see in the printed list of firms accepting commissions to bid at the sale "E. W. Slade, Book Arcade" is to be reminded how far the consignors were from the Melbourne cultural scene and its preoccupations.

As soon as one recognizes that the consignment trade is as much a British as a colonial phenomenon, one can reassess the evidence its catalogues, lists and advertisements provide about reading tastes and intellectual interests in the South Seas and elsewhere. Despite some slight attempts in most consignments to take account of local colour, for example through handbooks for emigrants or pertinent classics of travel literature, the ruling wants and needs are those of the London bookseller not the Australian or New Zealand buyer and reader. These are imposed cultural commodities, and to subject them to elaborate quantitative analysis is perhaps to give undue prominence to what can at best be a rough approximation. As Rolf Engelsing and others have taught us, the history of reading is a matter of some subtlety. Signs of customer resistance as attested by priced catalogues of auctions are arguably more indicative than frequency lists of authors and titles.

Resistance, but not outright refusal. Here we run into the perpetual problem of colonial cultural history, the clash of allegiance to a linguistically defined tradition enshrined in a European homeland and of aspirations to create a new, specific and autonomous civilization in a place felt as other. As George Nadel recognized in *Australia's Colonial Culture: Ideas, Men and Institutions in Mid-Nineteenth Century Eastern Australia,*[23] the history of the book-trade is an integral part of this see-sawing debate on whether it was or is possible to go beyond the stage of being "Australian in place rather than spirit." The consignors' practice at least was unequivocal. Their whole enterprise assumed the maintenance of British ways and tastes that they hoped to profit from satisfying in their rather crude and indiscriminate fashion. However unwelcome this standpoint may be to the cultural nationalists, it has at least the virtue of ignoring the location fallacy that decrees Australia, New Zealand and the Americas have "new" cultures and are thereby deprived and without heritage because they do not possess the material talismans of Roman ruins and Gothic cathedrals. On the other hand it might be contended that the consignment sale helped — before the solid implantation of the middlemen of British publishers — to preserve, outside the orbit of the United States, the positions of a trade whose imperial power is still resented by indigenous entrepreneurs in the former antipodean colonies in particular. To this speculation of a different order only further research can bring sure answers, contradiction or confirmation. In sum the colonial booktrade historian has tasks to work on as far as the resources of our libraries and public record offices will stretch.

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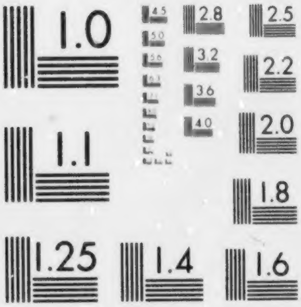
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THE LIBRARIAN AND ARCHITECT RELATIONSHIP

This session will be given by a librarian and an architect who have worked closely together on the design of three major libraries at the University of Queensland. Mr Gibson will outline the architect's approach to planning a library, the problems involved and the principal matters to be taken into consideration. Mr Fielding will describe the process from the Librarian's point of view and stress some of the considerations which are peculiar to libraries. The session will conclude with a description of some particular difficulties which arose in connection with the libraries on which they have worked together and how they were solved.

The Librarian and Architect Relationship

The Librarian's Part

DEREK FIELDING
University Librarian, University of Queensland

Although there are some library authorities which do not seem to care about the quality of the surroundings in which their libraries are housed, they tend to be the exception rather than the rule. Most library authorities, whether public or educational, at the least want their libraries to be prestigious, and many want them to be functional and aesthetically pleasing. A public library is often a manifestation of national or local pride; the library in an educational institution is often a regular port of call for distinguished visitors. Consequently it would be wrong to regard the interests of architect and librarian, here represented by Robin Gibson and myself, as the sole major contributors to design. The views of the library authority are an important factor, and any librarian worth his salt should pay a lot of attention to orienting his masters so that clean functional design is not vitiated by pompous or uninformed preconceptions.

I well remember acting as consultant to an educational institution where it became very clear at the first meeting that the Director did not really need a consultant or an architect since what he wanted was a replica of something he had seen in another country. May I add that he finished with something quite different. At the University of Queensland in recent years the principal desire of the Senate's Buildings and Grounds Committee from the architectural point of view has been harmony with the other neighbouring buildings and conformity to the overall site plan. What went on inside was left to the architect and me.

Of course a librarian is not always given the chance to work on a new building. Often it is a case of refurbishing an old space, sometimes previously used as a library and sometimes not. For instance the State Library of Victoria was faced with this problem when the Art Gallery moved elsewhere and the space became available for library use. University Librarians are most often faced with this problem when branch libraries located in teaching buildings burst their banks and expand into former office or laboratory space. This often produces weird shapes and variable floor loadings which cramp the renovations considerably. The inevitability of overflow is one of the best reasons I know for avoiding branch libraries in teaching buildings. Nevertheless in some ways redesign of an existing building is often less taxing than the other two situations a librarian may face, namely the design of a library in a new building of which it is only one component, and the design of a new independent library building. In redesigning existing space there are so many givens in terms of area, spacing of pillars, location of entrances, floor loadings etc that the options are limited. They may be frustrating and exasperating, but use of recognised standards for book stacks, reading spaces, office facilities etc makes redesign a comparatively brief activity even though the results may be far from ideal.

The design of a library as part of a building serving other purposes is possibly the most difficult of the three alternatives. When I have been faced with this proposition, as I have on two occasions, I have tried to lay down certain minimum requirements.

1. That the library part of the building should be capable of expansion independently of the rest of the building. It is of the nature of libraries that they grow — and if one is to avoid converting areas built for other needs, provision for a building extension is the only alternative, unless one can build a very large area to library standards which is converted in part to other uses until the Library needs it. This can lead to difficulties if, as usually happens, the tenants have nowhere to go when the Library needs the space.
2. That the Library has its own goods entrance.
3. That the Library has its own entrance facilities so that it can offer access when the rest of the building is securely closed.
4. That the Library's needs for large regularly shaped areas unobstructed by pillars are taken into account in the overall design of the total building.

One then goes on to prepare a detailed brief for the architect much as one does with an independent library building.

I come now to the independent library building. Presumably in the campaign to persuade the Library authority to construct a new building, the Librarian will have developed a statement of general requirements in terms of capacity for books, for readers and for library staff areas. Although it is not necessary to be too precise at this stage, it is better to be overambitious while avoiding the danger of losing credibility. If, as inevitably happens, there is less capital available for the library than is needed, there is less chance of being faced with a completely inadequate building if one was not too modest in the first place. One also has to orient members of the library authority who have no real idea of a library's needs to a realistic idea of present needs and future growth.

Having taken the decision to construct a new building and obtained the necessary funds, the authority's next step will be to appoint an architect. Often the Librarian will have no option as there will be a retained firm of architects or in some cases government architects. If they are rigid or inflexible, you have your work cut out. On the other hand you may be able to influence the choice by suggesting architects with library experience, and it is no harm to try to take some influential members of the library authority to see some good library buildings. Whatever the position, and I don't suggest that you will all be as fortunate as I was, your next job is to educate your architect either about library architecture, or the functions of your library or both. If you are to do this you must have read extensively and visited library buildings, and examined them critically so that you understand the basic factors in library design. Once again it is very informative to accompany your architect on visits to some similar libraries, studying their features and asking the librarians for reasons for particular design patterns. Talk to your architect freely and often. If you can, lay the foundations for a common achievement of which you can both be proud. Don't try to recommend particular plans or layouts at this early stage, start without preconceived designs or limitations in mind.

At this point the Librarian's most important and most difficult task begins, the preparation of the brief. Good briefing is the basis of any successful building. To write one you must have a clear idea of what you want the Library to do and how. It is no good expecting a successful building if you simply give some vague indications, and hope to adapt to whatever the architect produces. Start by setting out the relationship of the Library to its community, the purposes for which it is to serve, and the general capacities required. State the basic design essentials, such as modular planning, airconditioning features, lighting and power requirements, cabling for equipment, such matters as that if there are to be any light wells they are to fill a specific floor level in case they must later be filled in, the floor loadings, the need for level floors, the nature of service cores, the possible requirements for expansion. It is very helpful to have collected some good library briefs to guide you and to make sure that you don't forget anything. You will need to indicate the relationships between the various parts and functions of the building which is usually best done in diagrammatic form, indicating the area required for each function. Then for each area set out what goes on within it, its relationship to other areas and any special features. Don't forget the plumbing, if you will need washbasins or fumigation chambers, the brief is the time to say so. For each area give as detailed a list as possible of the activities which go on within it and the area required for each. There are various reference books which will help you with this. If you are lucky you will be given a free hand with your brief, perhaps talking to your library committee or project committee only in general terms. You will, of course, as a good manager, have discussed ideas and requirements with your own library staff.

If you have a good architect, he will start without preconceptions about the shape of the building, or such details as what type of roof will look exciting — I know of at least one academic library where the architect designed the roof before he designed the rest of the building. The architect will read the brief and come back to you for clarification; he will also discuss general ideas about overall shapes and levels. When these matters have been sorted out the architect will come back to you with general sketch plans. In our case we then sit around a table and look at the general layouts, move staircases and entrances about, talk about difficulties and alternatives. After this the architect makes alterations, or perhaps starts all over again. It is only after the areas and their relationships are right that any detailed planning can begin.

Next there will be a long silence during which you will think that the architect has lost interest or gone on holiday. Actually he is busy with detailed planning, consulting his civil engineers to make sure that the building will not collapse and talking to the electrical engineers about lighting, air conditioning and similar matters. A model is then made and it is at this point that the project usually comes back to the library authority for final approval.

99

Detailed planning will require frequent consultation between architect and librarian. Every detail must be carefully checked down to the direction in which doors open, the location of power points and telephone junctions, the kinds of partitions, the height of those which are wood and glass. The architect will want to get as much detail as possible set down accurately before the contract is set because subsequent changes will be expensive like corrections in a printed book. Detailed plans will probably include general furniture layouts; these are important since an attempt to show how the place will actually function is one of the best tests of planning. If you have 50 people in technical processing it is no good finding after the contract has been let that the technical processing area will only accommodate 45. You will need to check each new set of drawings to make sure that there have been no misunderstandings leading to changes to areas which you have already agreed on. Reading architectural drawings is a skill to be acquired if you are to be certain that you understand what is proposed.

At some stage decisions will need to be made about furniture and equipment, including shelving. Your institution may already have specifications for standard library furniture, perhaps through a government public works department and you may be compelled to accept this. Alternatively you may be given a free hand to work with the architect in designing furniture for the building, or selecting from what is commercially available. You will almost certainly have to use one of the standard offerings of library shelving. Nevertheless there will be scope for designing some furniture such as lending and reference desks and other special fittings. I have always strongly opposed built-in furniture whenever possible, because this restricts flexibility. It is always a good idea to design any large service desks on a modular basis so that individual parts can be re-arranged; large desks and counters can be very inflexible. The module should be related to the module of the building. Chairs should be thoroughly tested for durability. At Queensland we were fortunate that the chairs for Central Library carried a long guarantee because over time nearly every single reader's chair has gone back to the manufacturer for welding to be repaired. Orders for shelving need to be placed in good time as manufacturers do not always find it easy to keep to delivery schedules. It is also important to check the order meticulously and to ensure that it is quite clear whose responsibility it is to install it. Often this may be a local firm acting as agent for the main supplier and with little experience in erecting library shelving.

Where a building is being constructed by a private contractor it will usually not be possible to install furniture or shelving or even to lay carpets until permitted to do so by the contractor, who will not want his workmen impeded by such activities, or to be responsible for loss or damage.

Once you have overcome all these problems you have the problem of moving in. This is entirely the Librarian's responsibility and it should be planned very carefully, but this process is really a large enough topic for a separate paper. Once you have moved in and begun to operate, you will still need constant contact with your architect in getting any defects remedied or unfinished items completed. The architect is your liaison with the contractor. Don't expect to redesign at this stage unless you are prepared to pay. The most you can expect is that the contractor will ensure that his original undertakings are carried out properly and that everything works even if the design does not do precisely what you intended. With most buildings you can expect some leaks when your first heavy rainstorm occurs, and if you live in a climate like Brisbane, it may be quite a long time before you have had driving rain from every point of the compass to show up every possible leak.

At some stage the building will be formally handed over by the contractor. This means that the institution accepts that all work has been completed and pays over any money which may have been with-held as an insurance that defects would be remedied. After that you are on your own with any more problems; they become normal repairs and maintenance to be funded by your institution.

It is not appropriate in this paper to go into detail about library design. I just want to mention a few matters which are the result of my experience with several buildings.

First of all there is never enough money and you will inevitably be compelled to accept less than ideal space for some activities. There is often pressure to reduce the space allocated to library staff activities. Be firm about this. If you have not enough space for books the consequences will be evident. If space for readers is inadequate, it will not be too hard to persuade them to complain and support your case for an extension. If the facilities for library staff are inadequate you will be battling on your own, unless there is a strong trade union situation. It is advisable to calculate space requirements for staff carefully and to defend them against pressures to reduce standards.

I have mentioned the need to design library buildings with a view to future expansion. Let me also, from bitter experience, urge that expansion should be lateral and not vertical. All building extensions necessarily cause disturbance but upwards expansion means the construction of scaffolding, which will intrude through windows, loss of security during the building process, temporary roofing, noise and dust, the passage of workmen and building materials through the library. The three library buildings with whose planning I have been involved at the University of Queensland are all planned to extend horizontally, and in two cases the side walls are designed to lift off to permit this. One advantage of this design is that the building always looks finished and complete. In the case of Central Library we don't know how much of it will eventually be built in these days of economic stringency and the concept of the steady-state library, but architecturally this does not matter.

Another matter which requires a good deal of thought by librarian and architect is security. Obviously one needs to ensure that library materials cannot be stolen, and for this reason people leaving the library should be under supervision. On the other hand libraries, and particularly those in educational institutions, may at times contain a large number of people who will need to be evacuated quickly in an emergency. One simple point is that all doors should open outwards towards fire escapes and exits, including the actual exit doors themselves; this is a feature of all public buildings in many parts of North America. The distinctive problem in libraries is to control emergency exits. At one time the provision of a key in a glass box near a locked door was sufficient, or placing a glass box over a freely moving door handle; most fire authorities no longer accept this. In some areas the fire authorities will accept crash panels, that is plastic panels which can be pushed out in an emergency, and these are very practical in a library situation. Another device which we have used is the electronically controlled lock which releases when the power is cut off. In some situations one may have to rely on doors with crash-bars and an alarm system and try to design the building so that a thief can be intercepted before leaving the fire escape.

Related to security is the question of supplementary lighting. In my opinion one needs three kinds of lighting in any large library. First of all there is the normal lighting system. Then there is security lighting which stays on when the rest of the lights are turned off so that security staff or library staff working in the building after hours can find their way around. This security lighting may simply consist of particular fittings which are not switched. The third set of lighting is battery operated and comes on when the main power supply is interrupted. This is intended to prevent panic in an emergency by permitting people to find their way out of a darkened building. In my opinion it should be mandatory in all public buildings, don't forget also that there are many situations, such as outside lighting, where time switches are preferable to normal manual switches.

Another detail often overlooked is the desirability of a master key system. We take it for granted in our library design that there will be a master key for each floor and a grand master key for all doors in the building.

Finally, don't forget about signs. Libraries are used for the first time by many people, and even habitual users sometimes must find their way to unfamiliar areas. The architect will have a good visual perception of the finished building and between you it should be possible to plan signs which are both informative and aesthetically harmonious with the building itself.

Ther are many other points which I could make, but they are not appropriate to this session. I return to emphasising that designing a library is a complex task and one that can only be effectively carried out by mutual trust and understanding between the librarian and the architect.

The Architect's Part

ROBIN GIBSON, F.R.A.I.A., A.R.I.B.A.

Derek Fielding stated in his talk the importance for library authorities to adopt a positive role in demanding quality in the surroundings for books and librarians, in my opinion it is equally important for those authorities who are given the task to achieve the built result to carefully assess the quality of the architects that are to be employed to create those surroundings.

As a pre-requisite to this task, it is essential for those authorities to understand the role of the architect in a project especially in today's situation where there are many attempts made by an infinite number of so called experts such as Project Manager, Project Developers, Civil Engineer Groups, Management Consultants, to usurp the role of the architect as the prime Consultant and more importantly to usurp the role of the responsible and informed client.

Admittedly there is a growing complexity and indeed a great deal of confusion in the regulations pertaining to buildings together with the problems of producing documents and with the financing, constructing and the managing of buildings and this creates a wall of formidable expertise for any client embarking on a project.

No doubt this has contributed to the influx of profit orientated groups into this area who offer to relieve the client of all his worries and his responsibilities. However the majority of these groups who have recently infiltrated the building design process are dominated by singular motives which form individual parts of the complex matrix of architectural competence and which the architect as prime Consultant is capable of controlling and exercising with the required skills on any project.

No matter who is in charge of a building project, it should be remembered that the paramount objective of all good architectural design was and is the creation of the correct environment to house people who have tasks to perform. This is the basic tenet of all design and has been true from the beginning of architecture. Certainly it has been exemplified in the great architectural works of the past.

The competent architect stands alone among the professionals as the person who is most interested in creating the correct environment for people who are to do things.

It is this concern for people and their environment which qualifies the quality of the architect selected to execute any project.

It is therefore encumbent on the authorities charged with the task of selecting an architect to be fully conscious of their responsibilities from the outset and not be guilty of the often practised archaic method of appointing an Architect because he happens to know him personally or he belongs to the right club.

Certainly one of the major problems in the communication breakdown which occurs from time to time between the general public and architects is the overweighted suspicion that architects are individuals interested in only the artistic or visual aspects of a project.

These aesthetic qualities of a building and its relationship to the surrounding environment should not be in doubt — they are an integral part of the architectural responsibility.

Another prevalent problem to be found in the architectural world is that the Client expects that the architecture should be the result of an interpretation into three dimensional form of the definitive statements handed down to the architect in that commonly referred to document known as the architect's brief.

This is perhaps the biggest single stumbling block to the creation of effective architecture which will stand the test of time.

It should be remembered that it is only in the interpretation and reworking of the brief in conjunction with the client and the user that a true conception of the building can be generated.

It is the Architect — Client — User interaction with the brief that is essential and crucial to the success of a project.

From these interactions will follow a process which is necessary to the growth of a vigorous and virile architectural result.

In the instance of Derek Fielding, we were blessed with an informed client who prepared an excellent brief which allowed for freedom of interchange of ideas and the true growth of the ideals of all parties to the brief.

The architect's position in the role of designing and building libraries is a major and vital role and no doubt as librarians it is in many instances your first encounter with an architect and consequently your first understanding of what his role actually is in the building process.

Certainly it is a well known fact that in our society a person in his or her lifetime is party to two major contracts — one is marriage and the other is building a house and in the majority of cases they seek no professional advice whatsoever for either encounter and as you can well expect there is a high incident of failure or only partial success in both areas.

It would therefore be prudent to explain how the creative capabilities which your architect possesses can be best exploited so that you do achieve exciting and creative spaces for people who work in and use your library.

An architect is in many cases the initiator of a project. He is the collator of information, the assessor of the worth of the information, the interpreter of the requirements, the creator of the design, the documentor of the project, the valuer of the built work, the supervisor of the building and the co-ordinator of the building process.

From the beginning, that is the blank sheet of white paper to the three dimensional tangible reality he is the creator and master of the project.

It should be remembered however that before a project commences and before any of these activities can take place, there is a need and a requirement for people to do things and it is this function which is referred to as a demand by a user — client group.

This is the group to which the majority of you as librarians belong and it must be remembered that behind all good and successful projects there has to be found an informed and valued client.

In the world of architecture, clients invariably fall into two distinct categories and it would be dilatory on my part at this stage if I were not to describe them to you.

There is first the client who documents a brief so thoroughly and precisely that it acts as a stranglehold on the imaginative capabilities of the architects.

In the end result the architect's sole contribution to the project is to be afforded the privilege of forwarding his own carefully prepared and precisely checked documents to the authorities for approval.

Secondly at the opposite end of the scale there is the client who appoints the architect to produce the building he requires. He offers no brief, no information, no help, no advice until at the end when the building is complete, you are suddenly overwhelmed with correspondence and advice listing all the faults that he now considers in his opinion unsatisfactory.

Unfortunately both approaches are fraught with danger and it is with due gratitude that I can say providence has smiled kindly in respect to the production of informed clients when it comes to University Libraries for they have, in my experience, been the producers of well documented and effective briefs.

Briefs which allow the freedom of being able to interpret and assess requirements and which allow the opportunity of creating buildings which are functional answers to their problems and allow the architect to impart imaginative skills to the task.

Briefs which allow the client to be part of the continuing role during the design process so that there is a growth of mutual understanding of each others requirements and ideals.

So that on the completion of a project a situation is reached where the client readily accepts the built result and recognises it as exactly the building he hoped he would achieve at the beginning.

His only problem at the beginning being that he couldn't describe the building he wanted precisely enough to the architect.

When this result is achieved it can be truly said the architect and the client — user group have been engaged in meaningful dialogue — they have been communicating — and the result can truthfully be said to be a labour of love.

How then can we set about with purpose to pursue this elusive goal of creating University Libraries.

It is my intention to speak only from direct personal experiences and to enunciate the process of design adopted with the librarian during the creation of those library projects at University and by this I hope to effectively demonstrate that the buildings created are all the result of a continuing design process and not necessarily the result of some artistic whim.

I do not intend to labour the technical data side of the design problem because most people who are individually involved in building libraries would have undertaken a searching and comprehensive study themselves from the selected bibliography on the subject of which Keyes Metcalf 'Planning Academic and Research Library Buildings' would be undoubtedly classified as the Bible.

However what I do want to explain is the 'why' of the things that were done especially in the completed projects and on what basis the design decisions were adopted.

Firstly in support of their claims for building programmes, it is desirable for librarians to produce documented evidence assessing the real value in monetary terms — i.e. the worth of a new library building.

This evaluation should encompass both staff efficiencies and a quality evaluation of the format of the library to be adopted.

I don't doubt that librarians can and do argue at length on the definition of effective use in a library building especially when it covers such a diversity of purposes ranging from informational, educational and let's hope recreational and enjoyment.

While accepting that the fundamental purpose of a library will remain that of providing and maintaining a home for books with the overriding ambition of being able to provide the best possible service to the users of the library there has to be some hard cold facts provided by librarians to support their contentions.

It is therefore encumbent on librarians to justify and provide supportive evidence of the positive results to be achieved by a new building before pursuing any building programme.

Supportive documentation can only strengthen the case for a project when presented to Building Committees by authoritive librarians.

If the premise has been adopted to embark on a building programme, the next procedural step to be encountered is the major decision of where to build.

This in no way should be determined by any short term expedient of accepting any area of available space on a campus but should be directly related to a master plan or a formulated campus plan.

This master plan should be flexible enough to be evaluated and if necessary restated from time to time so as to be able to accommodate changes which are continually taking place in the educational processes.

The librarian with his architect should objectively question the evaluations made by the master planners and be prepared to argue their findings if at variance with the master plan.

The number of problems related to the site levels, the soil conditions, the expense of foundations and drainage, should all be clearly understood before any commencement to a site.

These deficiencies in the physical characteristics associated with a site can have extremely costly consequences for any project and it would be wise if all such matters are left in the hands of your architect and his Consultants for analysis and advice.

The factors which should influence a Building Committee on site selection should, just like any market survey for a commercial operation, be related to its market and its customers.

The established movement patterns of the University should be analysed and assessments made of the impact of the users of other buildings on the location of the library.

The library should be located centrally to the disciplines it is to serve so as to best service its users. It should be readily accessible to the student eating facilities but at the same time, sufficiently inaccessible to areas of student assembly so as to be physically insulated from external noise.

If the pre-determined pedestrian patterns are clearly established, then the siting of the library requires that it be located adjacent to the nodal point of the greatest density of the pedestrian movement patterns.

The position of energy sources such as electricity services and the building services of drainage and water all should be ascertained and future services plotted so that accurate cost assessments of the services can be made at the initial stage.

When libraries have reached their final stages, the demand for electricity for lighting and air conditioning becomes a major cost factor both in terms of the original installation and the on going running costs.

Because of the after hours use of the majority of libraries, they should be located in reasonable proximity of carparking facilities both for students and staff.

Many of these factors may help pre-determine the location of the library on campus but the major factor influencing site selection is that of selecting a site which will provide room for expansion in the future.

Because if there is one overriding factor related to the planning of a library building, it is its inherent requirement to be infinitely expandable.

As we are all aware, the proliferation and growth of books is a passion which possesses people of all nations and one which never seems to diminish over the years. While the human population continues this commendable pursuit, libraries will continue to grow with the natural increase of the book stock and so there will be a demand for additional space to house the Collection and consequently a requirement for more site area.

This factor will then automatically determine the suitability of most sites.

Once the site has been determined the position of the main entry with ready access to pedestrian flows and the dock entrances with direct access from the service roads can be logically established.

In the case of Central Library at University of Queensland the site levels were such that these entrances were on different levels so as to create the lowest floor level for Technical Services with the Main Entrance and Reader Services floor above opening directly to the pedestrian plaza.

A fundamental principle to be adopted before any creative design of a library is undertaken is for the architect and the librarian to have a clear understanding of the movement pattern established by both the book movements and the movement patterns established by the readers.

If these movement patterns or flow diagrams are clearly established and recorded then it should be possible to superimpose them over any design and analyse their implications with respect to the logical sequential flow of books and users positions, of vertical intercommunication cores, entrances and exits to floors.

The analysis of this information will help determine the arrangement of Service cores containing toilets and other vertical duct requirements.

These Service cores which could be used as structural elements because of their permanency should be located adjacent to other fixed elements such as entrances, stairs and lifts.

This amalgamation of elements will ensure that any maintenance work can be undertaken without disruption to the efficient day to day operations of the library.

Much has been written on the subject of planning library buildings in conformity to modules however in doing so it must be related to the book stack component and the spacing of the book stack, the carrel and reader spacing, the lighting systems, the fenestration systems, the partitioning systems, the servicing systems and finally the structural systems if it is to achieve the desired economies of which it is capable.

So often we hear of people talking about modules in relation to library buildings but not applying the principle to its ultimate application.

In the Central Library we adopted, after analysis of the results of exhaustive studies, a module of 22′ 6″. This achieved a satisfactory stack and reader spacing, a most economical structural system for the library floor loadings of 150 lb/sq. ft. with a column size which ranged from 18″ to 16″ square which fitted the stack component.

The structural system on the top floor allowed a clear span of 45′ 0″ offering greater flexibility for planning purposes.

Integrated into this matrix are the controlled environment elements which include the air conditioning system, the lighting, the fire alarms, speaker and security systems.

For both Central Library and Biological Sciences Library, we have designed a ceiling system which integrates all these elements into one acoustic controlled ceiling system.

This system which was economic has an inbuilt flexibility which allows adaptability of the lighting system from stack to reading configuration merely by interchanging light fixtures which are connected to a four plug fitting in the ceiling space above.

It should be stressed that design of building services should encompass not only the original installation but also the servicing of such systems so as to ensure the maximum flexibility for change because there is no doubt changes do and will occur in Library Buildings.

The finishes and materials employed in the enveloping of the spaces are of paramount importance and the palette to create variations on this subject are many and varied.

They can be achieved with surfaces, textures, colours and proportions. The relationship of the materials with one another and their own self expression can all play a part.

The proportions of the buildings create the rhythms and the movements, and all go to create the spaces and the movement and the involvement of people.

The pleasure of light both external and internal, by day and by night and the introduction of glazing in selected areas for visual relief or expression of functional areas, all play a part so that in the end the essence of a library has been extracted and recreated so that the only additive required is the involvement of the user.

The movement in the building of the user establishes the being and belonging to the architecture which has been created.

It is inevitable that in any field of human creative endeavour that there should be failures but it is with the adoption of a process of design that it is hoped to minimise these occurrences.

It is my belief that in creating both libraries at University of Queensland with Derek Fielding and later in creating Griffith University with Sid Page that we have left behind
a place for both librarian and user
a place where they can work
a place which they can enjoy
and hopefully a place which they can love.

Libraries as Information Utilities
WHERE ARE WE NOW?

ARTHUR SALE
Professor of Information Science, University of Tasmania.

> *"Sheep are lazy creatures and they get fleeced. Man, by his own vigorous actions, controls not only his own destiny, but also that of the sheep".*
> *Albert Crumbley*

1. WHAT I WILL NOT SAY, AND OTHER THINGS

I suppose that I ought to start off by making it quite clear that viewpoint I bring to offer you, in case you haven't deduced it from the chairman's introduction. I head a *Department of Information Science* at the University of Tasmania: the Department's charter has nothing officially to do with libraries despite its title but it is responsible for teaching and research in all aspects of the applications and theory of computers. In a phrase: a department of computer science.

But therein hangs a tale, and one which is somewhat relevant to my topic today. I hope you will allow me to digress a bit. The title "*Information Science*" to denote computing topics was born in a confused time about a decade ago, when the early beginnings of a computing profession were just noticeable, and we were groping for a suitable name to describe this new thing. Alas, for all those names on offer were poor, and we faced Hobson's choice. And so in Australia we landed up with one Computing Laboratory, two Computer Sciences, two Computing Sciences (the *-ing* was perceived as important), and in due course, three Information Sciences — at Melbourne, Monash and Tasmania. By 1977, the name Computer Science had become pre-eminent, and the variants are in the process of disappearing. Tasmania alone retains a Department of Information Science.

So, I am not a librarian. I just find the mysteriousness of a Department of Information Science as useful an umbrella to carry out my nefarious activities as does a Professor of (say) Physics.

The real point of this digression is to point out that my own field is characterized by a curious name: distinguishel by its tool. It is rather as if agriculture were called "spade science" or anatomy called "scalpel science". And this highlights one very important thing to know about computer scientists: we are generally cautious, defensive, and conservative when cornered. The fast-moving pace of the computing industry is not generated by a dynamic intellectual thrust, but by events and discoveries successively overwhelming waves of cautious technicians. In short, the computing industry is controlled by its tool; small wonder that its name is enshrined in its title! Similarly it is not surprising that such a large mismatch between the public image and the reality so often leads to false expectations and disaster!

To illustrate this point, let me note that the computing industry is just about 30 years old, dated from the construction of the first computer. It has come a long way. However, to illustrate the conservatism in one area, it is interesting to note that probably 90% of all computer programs written this year were written in one of the two computing languages COBOL or FORTRAN, both of which date from the mid 1950s *(Fig. 1)*. For twenty years the way that programmers express themselves have

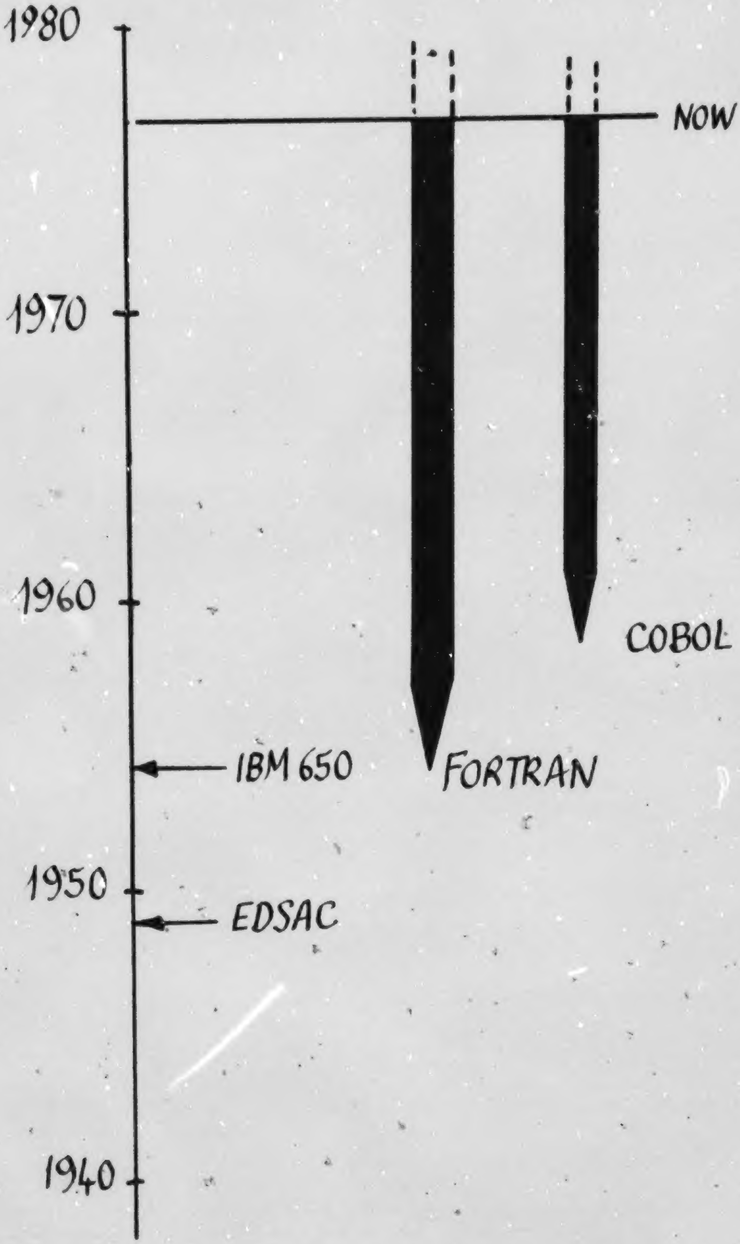

Fig. 1

been frozen. And every computer scientist who knows anything about computing languages will shudder at these two: we know an awful lot more about languages and programming than we did in 1955, so these two languages look like lumbering dinosaurs. But they survive, and thrive, irrespective of their merits and of deliberate attempts to replace them.

What then am I going to talk to you about? Surely not about how to run a library? No. I want to try to step back from the details of here and now; the question of whether CAVAL will get off the ground or not, or whether the Schools Commission will fund libraries more generously; and then try to take a serious look at where you and I are going, and how fast we are being pushed there. For libraries and computers are bound together by many links. One computer scientist, writing of the history of computing topics, stated that indeed our antecedents went back a long way to Babylon and beyond, but much of what we now do would have been as useful as medieval theologians arguing about the number of angels that could stand on the point of a pin, without the practical invention of the computer. I take partial issue with him, for there are many aspects of library service that closely parallel the problems we now ponder. I think of classification schemes; standardization of nomenclature; user response; types of operation; and many more relevant topics.

2 TECHNICAL SERVICES

It is always difficult to know where to start, since all roads lead everywhere else, so I will start exactly where you expect me to: with the changes likely to occur in technical services.

The most obvious thing happening to the technical services in libraries, notably the larger and more reference-oriented ones, has been the trend towards common cataloguing systems. Let me stop you for a brief instant, and ask you from my side of the fence what it was that prevented common cataloguing long before computers came on to the scene? To save you trouble of answering my rhetorical question (but hoping you'll still ponder its moral), let me note the following points:

- non-standard treatments were well-entrenched from earlier times when communications were poorer, pressure less and manpower cheaper.
- there was little economic advantage to be had by standardizing unless publishers could bear the cost.
- individuality was seen as very important, because it could be afforded.

The computer fits into this picture quite simply: it changed the economics of standardized cataloguing so that it became clearly cheaper to accept a standard entry or a modification of it. And from that point an inexorable drama unfolds. Since in this area the economics of large scale show reduced costs per unit, the increased use of standard cataloguing leads on to increased co-operation, or even dreaded integration. Then, too, one inevitably sees conflict between the change desired for economic reasons and those people who see the previous virtues as important and perhaps pre-eminent; this in turn causes the proponents of change to highlight the byproducts of the change that can be considered beneficial.

To take our current situation, are there not many efforts at co-ordination, apparently spontaneously generated? Are there not arguments about whether common catalogue standards are appropriate for primary children?

Are there not important emphases on the positive features of microform catalogues? The whole scenario is a delightful picture for the student of human nature: while the broad sweep of the picture is clear and simple, the results of individual engagements are quite unpredictable . . .

Well, we have seen national attempts to achieve co-operation rise and flounder; possibly to sink. A more recent trend is apparent in the shift to smaller, regional initiatives. *A priori,* I suspect that these newer initiatives have a much higher chance of success and for quite simple reasons. The advantages of grand national schemes are those of empire and of economics; the important aspect of regional schemes is their closeness to people, users or staff . . . Regional schemes of co-operation are more likely to succeed simply because they are more likely to convince their constituents that change will not be unduly disadvantageous. (*Fig.* 2)

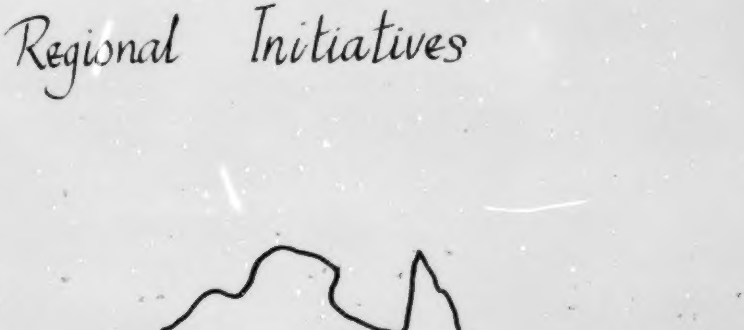

Fig. 2

What I am trying to say to you then, is that you should not be blinded by science and economics. Of course the technicalities of computing and co-operation are important (and I shall say later that they are comparatively neglected in the library field), but it is just as important to perceive the system forces under which we work so that the directions of change may be more clearly seen. If nothing more, such perception will save us from useless effort; better, it may indicate the size of the effort we need to put into a task to have a reasonable chance of success.

Well, how fast are we likely to move in this direction? The question is one of the simpler ones of its kind to answer, because the technology, the software, and the support services already exist in some form or another. That means that the main determinants of the rate of change are (a) the computing industry's willingness to stand behind their library support services, and (b) the willingness of libraries to alter their established practices. I estimate that by 5 years from now, the majority of research and reference libraries will be using some type of shared- or common-cataloguing, and by the end of ten years the change will have made itself felt even in many small school and public libraries.

As to where we might go from there, could I gaze into my private crystal ball and present to you a possible future? My extrapolation is in fact completely technically feasible today: the necessary technology has been in production use for at least five years. Nevertheless, my future is very much a matter of speculation.

Imagine if you will a situation where each published monograph contains an editorial page which contains a complete catalogue entry (according to internationally agreed rules) in machine- and human-readable form. Or if you like, there is a human-readable form, and a bar-coded form below it. Such an entry would, of course, only add marginally to publisher's costs. The dream of the library management would then go something like this: a book arrives in the depot and a clerk unpacks it. It is opened at the catalogue page and a scanner passed across the text. The computer records the book as having been received, makes a note to update the catalogue of holdings, and prints an acquisition-numbered ticket which is immediately pasted into the book. So much for an age-long pre-occupation of librarians. And the cost would be lower than present manual methods! Probably even in quite small libraries.

Please make your own assessment of the likelihood of such a practice arising spontaneously. Make whatever variations you think fit according to your expertise, but I suggest that you will find my future quite unlikely to arise of itself. Why? Because it requires too much co-ordination, and challenges the established order of responsibility. But let me ask you if Australian publishers could be required by legislation to include a catalogue entry certified by the National Library in every published book? Would that be possible? Would it add much to publishing costs? Would it be worthwhile.

Some of you, and that is your privilege, will regard futures like this one as just plain nasty, and removing some of the challenges of your work. May I say that I understand? I personally love to design new and better computers and yet I have only ever been able to build two of my designs, and probably never will again. The truth is simply that there is room in this world for only a few computer designers. Where you are heading is not much different. New challenges come to replace older ones.

3. LIBRARY MANAGEMENT

A second obvious area of change is in that of library management. Librarians have long had to contend with hard-headed businessmen on advisory boards who simply cannot understand how a library can operate without detailed knowledge of the movement of books. "Stock control is lousy," they can be heard to mutter under their breath. Smile, if you wish, but that caricature contains some truth in it.

Again, we witness the effects of changed economics, and of changed attitudes. Many modern libraries are far more concerned about their bookstock's peregrinations because they have relatively less of it; predictions of cash-flow are more important because of tight funds; and accurate costing of proposed changes is necessary because the changes usually involve capital expenditure and tight budgets. Actually the only significant thing about this trend is that libraries are so late in joining it. Most businesses with budget of comparable size to large libraries have been into more accurate forecasting long ago. The delay in libraries is, naturally, because practically none of them are profit-making operations: they do not survive by their wits. Consequently conservatism can remain in charge of direction for a longer period than the cut-throat atmosphere of the commercial world.

I hope no-one has taken umbrage at these remarks, for I do not mean to attach blame to them. No, the development of interest in library management in this way has a quite inevitable air, controlled simply by the facts of our society. Indeed, there are advantages to be had from it; the advantages of not having to experiment too much and of being able to benefit from the experience and losses of others. For example, in putting computing technology to work in libraries, there are un-noticed benefits in the ready availabilty of tried and proven items of hardware. The traumas of acting as a test-bed for new hardware is best left undescribed.

By now, the message has got through: library managers *are* concerned about management information, and do want it. The difficulty is that they find it very difficult to get it, for the investment required (in manpower and in money to set up the things they need seems always to be at the expense of some existing activity, or even (heaven forbid) at the expense of acquisitions. Looking around university libraries (with which I am most familiar) I see subterfuges employed to acquire management information as a by-product of more saleable services to academics, and desperate attempts to acquire manpower to switch systems. Again, the general trend is towards standardization, and this is strongly influenced by the availability of library services on a bureau basis: a feature of the library scene that has become increasingly important of late and will probably become even more so. Such services also act to minimize capital investment at the expense of recurrent funds.

I attended the UCLS Mini-Conference here last week, and I listened to a lot of people extolling the virtues of their systems with varying degrees of virtuosity. However, one thing came over loud and clear to me that is worth sharing with you: all the bureaux are prepared to provide some degree of customizing a system or an output to their clients because they otherwise mightn't get the custom, yet behind every one you could see they were battling with diversity, and you could only think that continued deviations from a standard would gradually and inevitably disappear.

4. READER SERVICES

It would be silly to predict much change in the usual pattern of service in community and school libraries over the next two decades, apart from improvements in circulation systems and catalogue availability. A book remains a book, and there is no sign of it being supplanted. Circulation systems are of course of no great concern to users of libraries and they exist for the convenience of librarians and accountants. However, one can expect an increased usage of interlibrary loans, and of increased effectiveness of reader enquiries in the near future.

The benefits of union catalogues (possible through automation of technical services), and accurate records of borrowings (possible through improved circulation control) alone will make a change.

In reference- and research-oriented libraries, I could expect a much larger change. The first signs of this are the search-and-retrieval facilities that have been steadily growing over the last few years: Medline and AUSINET for example. In the past, and for some time likely in the future, such services are best limited to a trained librarian, or to a sophisticated user, for the costs of improperly framing questions can be high. However, it is not very difficult to design an interface for naive users which would let most people bumble out a search, and such direct user facilities are inevitable. Many people dislike going through intermediaries for tasks they think they can do themselves.

It is also quite likely that this sort of library will be able to respond to other sorts of needs: current awareness alerting services are one such application.

Although circulation systems are seldom of much interest to borrowers (they only get in the way of his or her objective), I should perhaps outline some directions of change to those of you who are not aware what is available. Most of the changes in practice here stem from the low cost of the micro-processors now available (a computer for $100 means that a lot of things may be made to operate more intelligently), and from the developments undertaken for supermarkets, mail-order firms, and warehouses. Into this category fall the light wand readers developed for reading goods tags, typically coded in thick and thin bars. Such a system operates, for example in the Venture Store in Hobart. But in the U.S. the developments have gone much further: many products are manufactured with a built-in marker on the product packaging giving a unique “Universal Product Code,’ determined by a U.S. -wide authority. To check-out such an article at an automated checkout, the cashier simply slides the can or packet over a slot on the counter and the sale is recorded. Examples of such automated supermarkets already exist and are arousing the expected consumer reaction. Similar techniques can very easily be employed in circulation systems at quite reasonable cost and none of the same consumer reactions.

The other important factor to affect things like circulation is the strange behaviour of computing cost in our inflationary world. Virtually since their invention, the cost of carrying out a quantifiable amount of computing, or of storing a certain amount of data, has steadily fallen and shows no sign of abating that fall. The rate is quite consistent and approximates to about a 70% reduction per year (or halving every two years). Such a change inevitably opens new possibilities with every drop. (*Fig. 3*).

5. SOME CONCLUSIONS

So far, I have run swiftly through things you may already know. To many of you, your working day will be filled with considerations of how best to introduce some of these changes; how best to do it; and thinking of how important it all is.

I'm going to say some things which may hurt you therefore: I hope so, for you may be stimulated into arguing with me. I believe that most of the things I have described before are of little significant importance in the history of libraries, and the real challenge lies in directions you have hardly begun to recognize. Not all, however, and I shall turn to these aspects first.

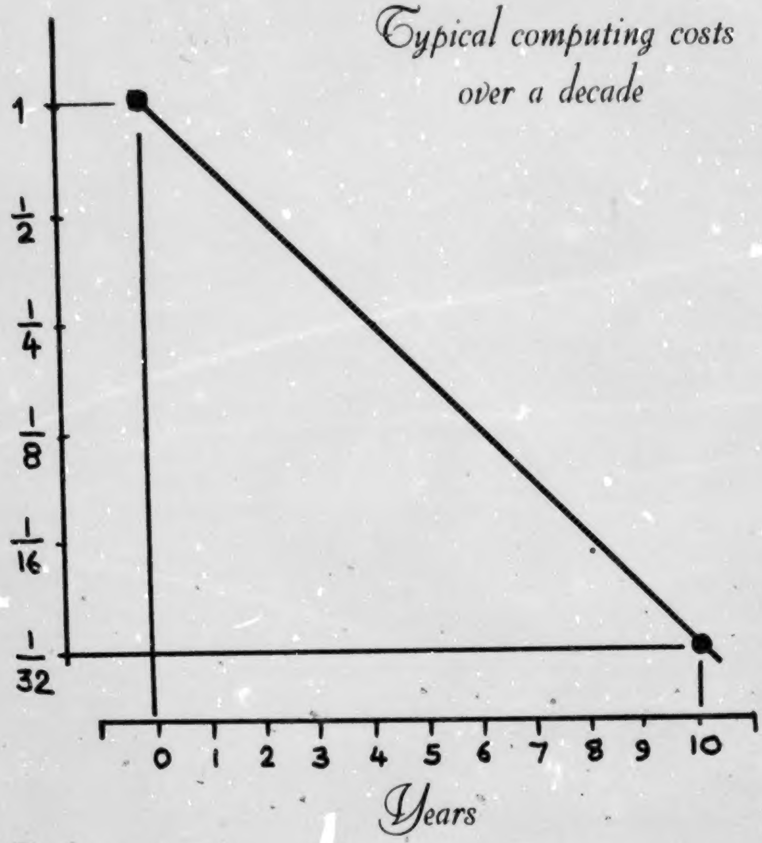

Fig. 3

The most signficant aspects of automation on the current practices of libraries I see as:

- the pressure towards co-operation,
- the pressure towards standardization, and
- the effects on the training of librarians.

These are things I would be concerned about, if I were you.

I will not say much about co-operation, except to remark that it is a pity that institutional autonomy so often blocks even reasonable efforts at co-operation. The pressure then is forced to build up into something more significant; and may be transformed into pressure to integrate. If you read our local paper you may noticed that we have 50 or so municipalities on this little island, and that there are rumblings of integration in the background from Big Brother State and have been for several decades. I wonder if all those little municipalities got together and organized their services together (regional co-operatives?) whether they might not be able to survive unscathed and preserve their jealously guarded closeness to their constituents?

Standardization is also very important, and I hope that all of you recognize it as such. At present we seem to be headed along a path that to my eye seems to be standardization by accident, or at least by default. The systems that come out in to our world, and are often constructed in far-off places, bear features in them to which you may object.

Quite so, and you can insist on local changes if you adopt a particular system, but you are not doing very much to affect changes on a larger scale. If every user of a computer-based system adapts it to his own requirements, then it is very likely that the over-all effect on the supplier of a system is zero. It is one of the 'laws' of statistics — the changes will tend to cancel out.

I will point out two further reasons why you ought to be organizing on a large scale, and trying to influence the standards development of your own industry, difficult though this may be. These are tied up in the nature of the computing industry and thus largely irrelevant to your goals. The first is the effect of software cost and the poverty of libraries. Software costs are very large; they dominate the industry and have done so for a long time. Consequently any system, once supported by a vendor, is highly likely to continue in existence whatever its faults simply because of the cost of replacing it. The few exceptions are those occasioned by a forced change (a new hardware technology perhaps), those by exorbitant maintenance costs for the old software, or those brought about by marketing disadvantage. I have alluded to the general conservatism of the computing industry earlier; in fact the high cost of software has combined with this conservatism to freeze the computer architectures available in the medium to large size installations at the standards of the mid 1960's! No kidding! About the only significant total shift towards what we well know *ought* to be done took place in ICL's announcement of its new 2900 range, brought about by the very difficult marketing problems they faced with the 1900 range.

So if you see something going in now, and it becomes quite widely used, then you will be witnessing the birth and growth of a de facto 'standard.' Such developments are even more likely if the system is based on an IBM computer since the sheer size of its dominance of the world industry gives it even more inertia. Australia, strangely, is notably weak in IBM expertise and equipment and this makes our local situation particularly interesting.

I should add too that since libraries are pretty poor customers by the computing industry's standards, there is little incentive to do the right thing by you. Repeatedly, I have been intrigued to see computer suppliers peddling software (sometimes tied up with hardware) in whose production they had little say and have less confidence. Often the product is that of a university group. It may be good, don't misunderstand me. It is just that the failure rate is quite high, say five bad ones to a success.

I have culled two examples from the UCLS Mini-conference to illustrate what I mean by poor software, and how you have to put up with it. We had a demonstration of the BIOSIS system and attempted to extract some references relevant to various topics to illustrate searching. The demonstration was I think a success, especially for those who had not perhaps seen such searches before. However I winced several times at the very poorly designed user-interface which was of a standard I would not expect of any of my third-year students. I'll show you two of them: one was an unexpected handling of a 'space' character causing chaos for about 3 minutes; another was the extraordinarily clumsy syntax which was used. In this case a fluent user could achieve virtuosity by the shorthand, but this is totally inappropriate to naive users, and even to the expert who is an occasional user. (*Figs. 4 & 5*).

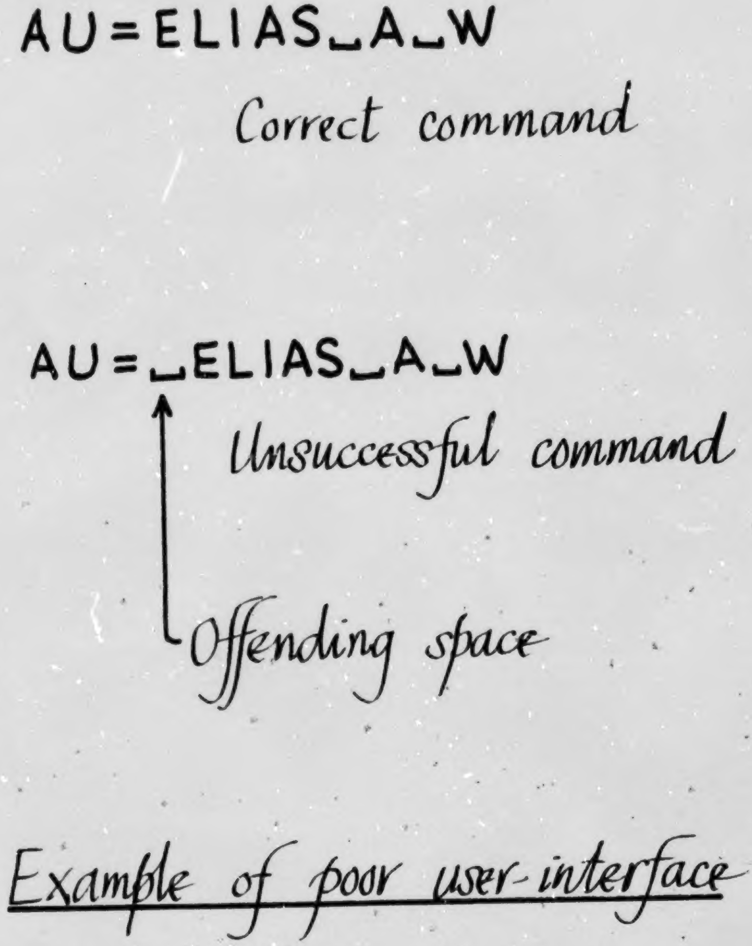

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Fig. 4

If I had anything to do with the National Library, I'd put looking after the orderly development of standards and their international promotion as a very high priority activity: much higher than the acquisition of hardware or the provision of special national services. Not only would it cost a lot less, it might pay off more in the long run.

I mentioned training, and clearly the increasing automation of libraries calls for some shift of emphasis in the training and knowledge of librarians. I'd like however to defer this topic to the end, for the other things I have to say are relevant to it too.

So to summarize: I think the current automation changes taking place in libraries are interesting and useful, but not of fundamental importance to your role. They create cosmetic changes, except for the co-operative and

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Poor

SELECT HAWKSET AND VISIONSET

Better

Another example of poor user-interface design

Fig. 5

standardization trends I have emphasized. I have confidence that you will shift quite smoothly. Are there other things which are more important? I believe so.

6. THE INFORMATION UTILITY CHALLENGE

The key issue is what I call the information utility challenge. I'd like to make it quite clear that I am not talking about the airy-fairy dreams that you can read about in *sci-fi* novels, or in futuristics, but of issues which are not very far away, and in some cases are right here now.

The question is simply this:

> *Should libraries develop their roles and functions so as to supply information of all types to all comers, or should they restrict themselves to coping with a subset of the information provision industry dealing with physical materials?*

I cannot answer this question for you and I shall not attempt to do so. It is one you must answer for yourself. Rather I shall confine myself to pointing out some current opportunities which exist here and now, and in which you could become increasingly involved or not.

Most of these are directly derivable from consideration of information as recorded or derivable from other than print sources. Libraries were for a long time dominated by the collection and preservation of print materials; in quite recent times they have been challenged by audio and visual records. A challenge I think that has not yet been fully assimilated into the totality of library practices though its inclusion is not in doubt. I refer however to information never incorporated into any of these media, and to services which may not involve the printed word at all.

7. LOCAL DATA-BASES

Have any of you young children? Do you recall the sorts of questions the teachers send them home to answer? Sometimes it involves the history of the local suburb (something the library is well-equipped to answer), and sometimes it involves finding out who is the local Minister for Swimming Pools, or the Committee-Members of the Select Committee on Pig Breeding.

Why is such a question difficult for a library to answer? Obviously because the information concerned changes at irregular intervals, and publications like "Who's Who" can be out-of-date even when they are published. The issuing and collating of supplements is of course time-consuming.

To make the possibilities I am drawing to your attention quite concrete, let me illustrate by a particular example, sketched out in the Tasmanian situation. You need to understand that the State Library of Tasmania controls all public libraries in the state, and also that the Education Department operates a large mini-computer centre to service teaching and administration needs in schools all over the state. All matriculation colleges and most high schools have computer terminals connected via a Telecom network to the Hobart Centre (and they certainly use them), and some State departments also use the facilities. (*Fig. 6*).

Let us suppose that the State Library of Tasmania were to acquire a terminal or two to this system and it were to establish a file of "Who's Who" information on this computing centre's mass-storage, and update it as notice of changes came to hand. In fact, the EMC provides a simple package for creating, updating, and inquiring of such files; so simple that careers advisers and personnel clerks in the Education Department use it with facility and delight. It would then be quite feasible to provide an enquiry service to 'readers' in the reference section of the State Library. More still: with only a little publicity and work the same enquiry facility is available to a lot of school librarians and students around the State, for they can with equal ease make their own enquiries directly without anyone else's intervention. Actually this is almost exactly how your registrations have been handled.

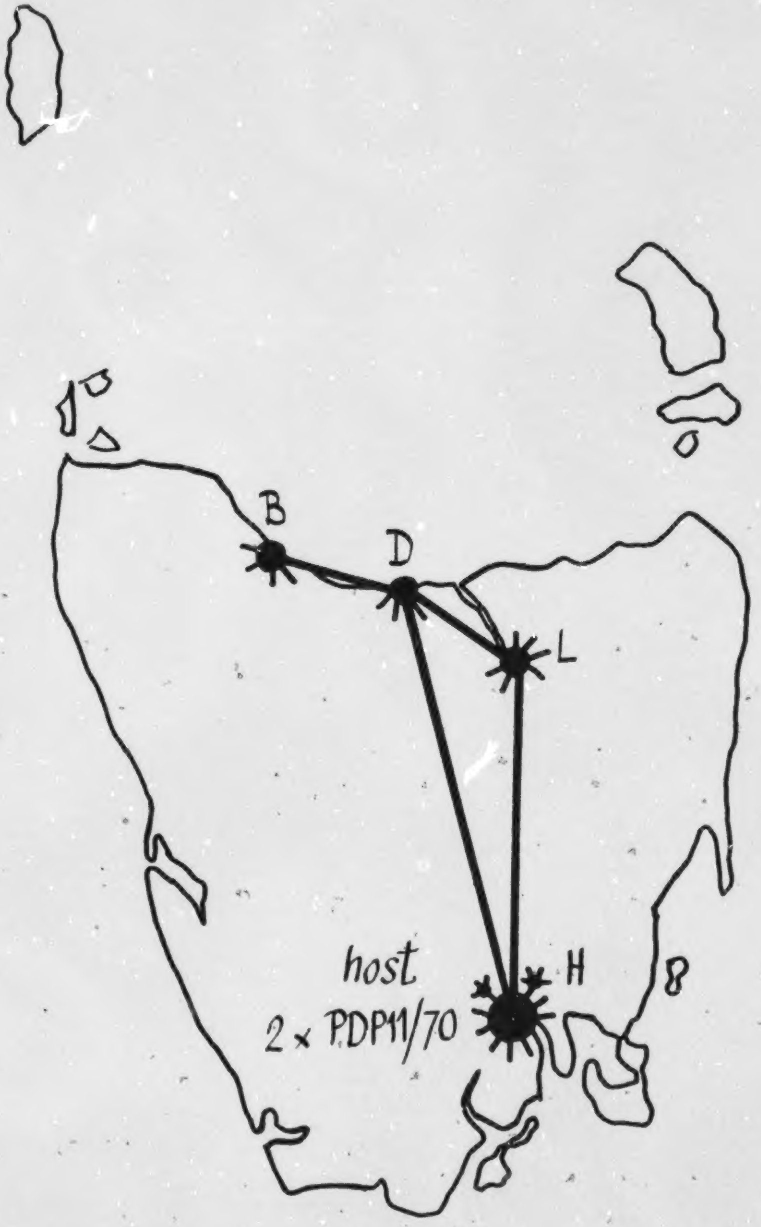
Now I don't want you to think that I'm implying that the State Librarian ought to rush out of this room to give instructions to his Systems Librarian. To be cost-effective, such a service would need.

(1) a high enough rate of change of information to make printed works ineffective, and

(2) a high enquiry rate relative to the update effort, to spread the costs over many users.

It may well be that even with marginal costing and the funny pseudo-money schemes that computer people often get into, that this sort of thing would not be cost-effective in Tasmania (though we have a good chance of it). *But what I am asking you is if you are prepared to consider such services? Are you prepared to experiment even if it is not cost-effective for the learning benefits to be derived?*

Let me round off this brief sketch of a possibility by saying that although Tasmania already has an enormous advantage in its educational network for this sort of development, similar things already exist in the form of TAB networks in other states. Had you considered using TAB facilities for library purposes? Had you considered adding your corporate voices to those of teachers in other states asking for adequate computer access in schools?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Schools computing network

Fig. 6

Have you considered setting up a computer-assisted instruction terminal to explain the mysteries of a catalogue to a public library user? Students can be dragooned to classes; other users must be enticed and are often shy to admit their ignorance to a human being but might be prepared to browse through a terminal lesson if phrased carefully.

8. GENERALIZED INFORMATION PROVISION

If I step back a little further, I can raise the questions of even wider enquiries. Much information in these days is kept in computer-form anyway and with marginal effort can be more widely available. Take my example situation again. No doubt the Education Department maintains a file of courses offered at each school in the state. Should access to this information be facilitated by libraries? Or to bring it around to universities, has the University Library a responsibility to provide the community access to university information (perhaps at a price), or to facilitate such access? Or are such functions not part of library functions? The question goes quite far you see; into town planning, into environmental impact studies, into pollution questions, and so on. You are all well aware of the recent upsurge in public information, captured in such phrases as 'open government' and 'accountability,' and embodied in movements such as preservation of the national estate, uranium mining, and the like.

I suppose that the question I am edging towards can now be put plainly:

> *Does the library profession consider it has a role to play in the use and management of computer-based information (apart from the areas closely associated with the traditional role)?*

It is the growing concern at the change that the computer has introduced into the information dissemination and collection field that prompted the Federal Government to refer the 'privacy question' to Mr. Justice Kirby's Law Reform Commission. I think the concern is not misplaced, and it may arise partly from the slowness with which your profession tackles my question. In most applications of computers, the computer serves solely as a tool, and the computer professional, like myself, provides a service to someone else. The decisions as to what ought to happen, or what they would like to happen, are in the hands of the person or corporation requesting the service. You probably are well aware of the extent to which the services fall short of those requested, or the extent to which the computer users will pass the buck back onto the computer or its staff. Nevertheless, it remains true that difficult decisions of priority and public interest are basically taken by those who bear the burden of responsibility. The computing profession acts very much then like a pure service industry. (*Fig. 7*).

Except in two areas. One of these is artificial intelligence (with which I take it that you are not interested), and the other is the burgeoning information handling industry. Here, the computer professional often acts as provider of services, and as dispenser of them. A dangerous situation, for it is only too easy to be carried away by the technical excellence and sheer economy (or fascinating complexity, as the mood takes you) of an information system and to ignore the breaches of privacy or dangers of exploitation inherent in it. I have been concerned at the response of the computing industry towards questions like privacy, for despite the efforts of some individuals who perceive the problem and are prepared to negotiate a compromise, the industry-at-large is complacent and willing to sell their grandmothers for a fast dollar.

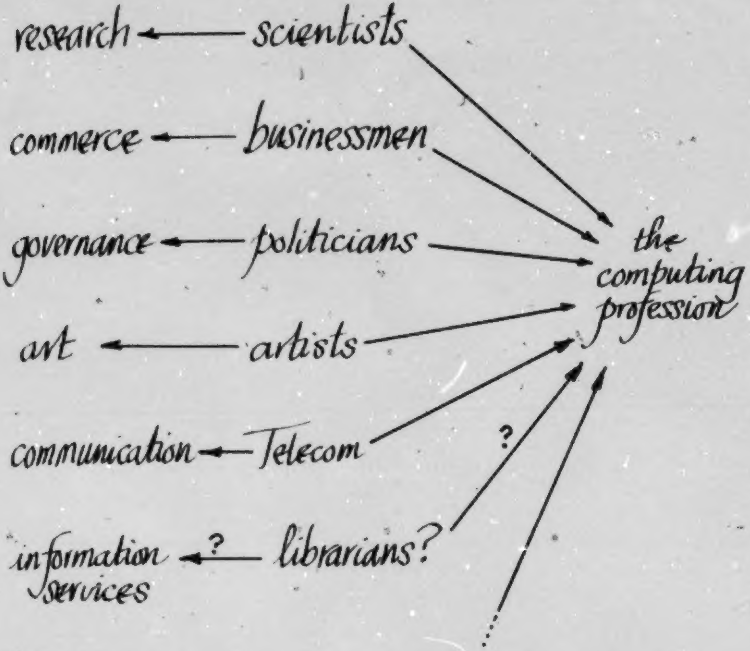


Fig. 7

And so it occurs to me that I have often heard librarians talking about libraries as information utilities, and I wondered if they were prepared to put their bodies where their mouths said they were. Are you? Do you see librarians as having a generalized responsibility over the dissemination of information? Or do you shrink back from the edge of the area I display to you?

9. ARCHIVES FOR THE FUTURE

I've been tossing out challenges to all and sundry; I must make sure that I don't omit anyone. So now for the archivists, and the specialized librarians. You should be aware that most printers nowadays first prepare their texts in computer-readable form, and computers are used to do the typesetting. Certainly this is true of the Government Printer, and it is true of most newspapers in Australia. Now this means something very important to you: that capturing the information in a published text in a machine-readable form does not require long, expensive and tedious data-entry of the text, for it is already available in that form as a by-product of the publication. How delightful! Could anything be more convenient? (*Fig. 8*).

This fact came to the attention of the legal fraternity a year or two ago, and they are now busily setting up a legal information service which will for a fee search through the statute law and High Court judgements (provided courtesy of the Government Printer) for precedents and like matters. It is planned to include case law in the system, and to provide for direct reading of typeset text into the system as well (quite within the bounds of present technology). Clearly, such a system will be of great

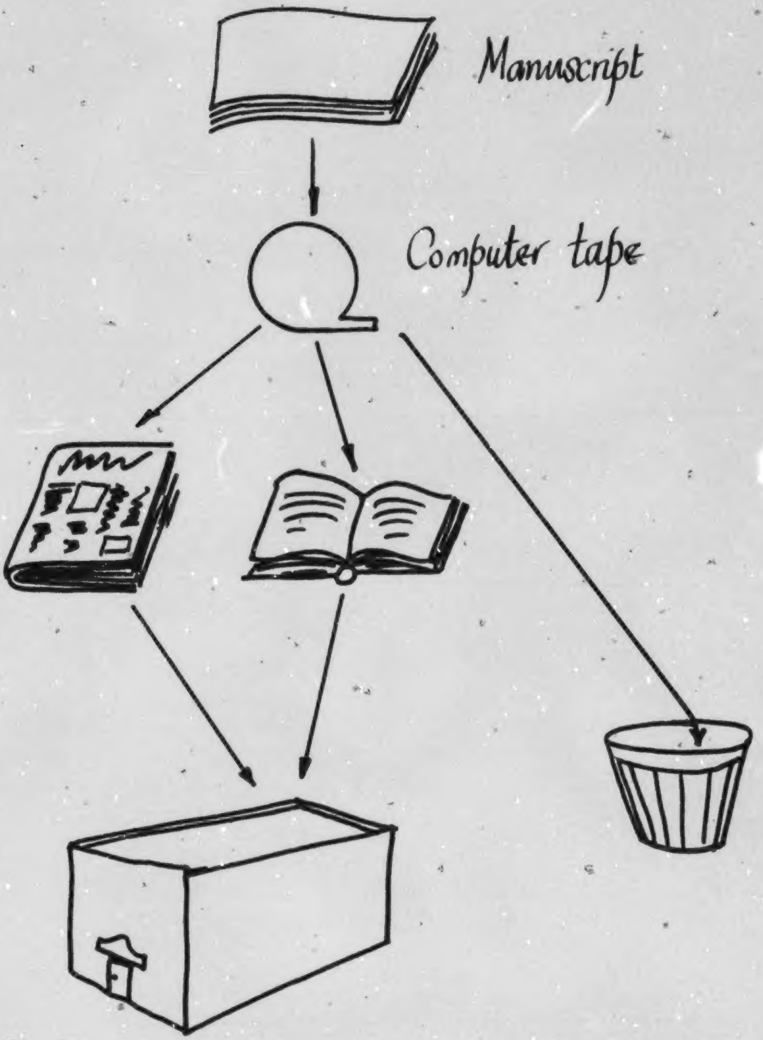


Fig. 8

benefit immediately to constitutional lawyers and to parliamentary draftsmen, but in time it could make substantial changes to the practice of law. So it is very significant. Where are the librarians in this?

Since it is now possible to preserve our daily newspapers in machine-readable form, think what this would do for the historian of the future. I am minded of a recently published Tasmanian book, which involved much detective work through old newspapers to track down the dates of particular photographs by reference to the events they portrayed. How much easier it might have been to ask for a search through issues of February 18 to March 20, 1854, displaying all mentions of the good Tasmanian name of *Shoobridge* in the surrounding 100-word context and with issue identification?

Of course there would be problems in doing this, not least that of archival storage of much magnetic tapes. But alternatives exist, and more could be developed. I ask you therefore to carefully examine what happens to these by-products of our society. Being volatile, they will vanish after a very short life, but they may be very worth while keeping.

Very similar problems arise for the archivist of Government records (local, state or federal) or of company practices. So much of this is now automated that future generations will very likely have difficulty perceiving what we did and do. The printed output from the automated systems is usually but a fraction of the information in them, and the value of a snapshot of a society (witness the Domesday Book) is of tremendous value to the historian and the social scientist. There are of course privacy problems here, and I hope that librarians as a group will contribute to the present debate on that question, besides being concerned with the traditional questions such as copyrights and protection of authors or their remote sources.

10. TRAINING

And so I come to the terminal consequences of this shift in emphasis. For clearly, whatever happens to the library profession must also happen in the institutions that prepare librarians for work. I think that the implications of the developments I have been talking about are inescapable: librarianship has close and richly connected relationships with the field of computer science, and most if not all librarians should have some knowledge of computer techniques.

I think this inescapable because none of the alternatives fit my picture of what you are likely to do. You could turn your back on computers and leave them to us completely, but this is unlikely. You could act as some other users and regard computers as mysterious tools which work (you know not why or how), leaving a few experts in your ranks as lonely outsiders. This is not far from the current position, and I dislike it. I believe the lonely experts dislike it too. Or you can go the way I suggest, where all practitioners would be expected to know something of computers, and some more than others. The situation is, I suggest, not far different from that of the book trade. All librarians must know something of the production of books, and something of the vagaries of the book trade, even if they never write or publish a book in their lives. I suggest that all librarians ought to have had some experience of programming and of the problems of automated systems, if only to know how to react in the future. And this alone may well go a long way to dispel the mistrust that is always engendered when changes occur in human organizations.

Of course in making these remarks, I am opening myself to an obvious question which I shall forestall by asking it myself: "What have I done along the lines I advocate"? I regret to say that I have done nothing, and I will plead newness and lack of staff as excuses (not to mention other Tasmanian furores). And quite clearly, anything that I could suggest would have to come into competition with the other pressing needs for the training of librarians. Only a Librarianship School can resolve such conflicts.

However, let me put my ideas in for you to examine. I think that you can separate the issues into several areas:

for all (or almost all)
    introductory programming
    concepts of files; computer storage media

for a sizable minority
    information retrieval
    data-base concepts
    artificial languages
for a few
    a full computer science major stream

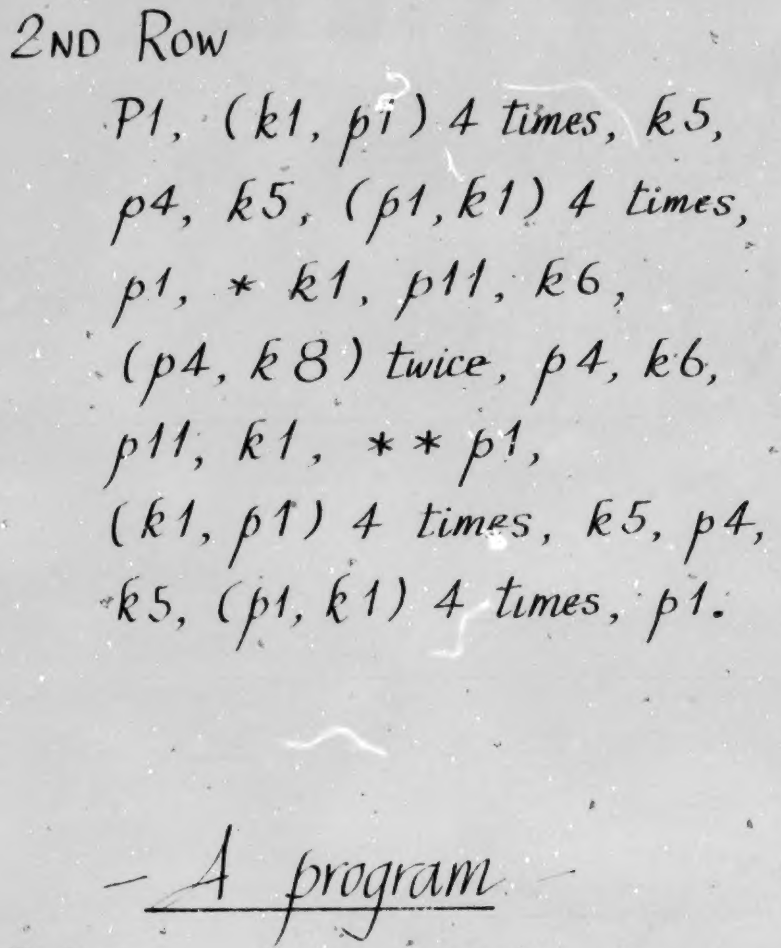
I will not attempt to justify the case for the expert librarian/computer scientist. You have seen all too many of the good librarian but poor computer scientist, and the computing professional who continually apologise for not being a librarian is not much better. We need, you and I, the optimum blend of experts with feet in both camps.

Instead I will focus on my suggestions for the training of all librarians from the teacher-librarian to the university librarian, from the archivist to the reader adviser. I suggest that a knowledge of programming is essential because my experience tells me so. Knowing what programming is is just basic knowledge without which much of the computers abilities are just so much mystery. But it is more than that. Learning a programming language and how to use it is a strange experience. It hits people different ways. You see, one thing you have to learn is a language, and one with precise grammatical rules. Secondly, you have to learn that mistakes are not permitted and your will be told so by the computer in no uncertain way. Thirdly, you will have to learn diagnostic skills in analysing a situation and skills in curing the illness caused by your mistakes or amissions. And fourthly and overall, you will learn to design in a small way. It can be an exhilarating or a chastening experience, but one which I believe is necessary to go further in understanding. Actually, most of you have had some smattering of experience with programming languages if you ever learnt to knit, for knitting patterns are written in a 'programming language designed to enable people to perform precise actions to produce a garment with no necessary creative thought in between. Just like a computer. (*Fig. 9*).

To know something about the storage of information on computer media is just about on a par with knowing something about books. And until such knowledge becomes as commonplace among the young as knowledge about books is, the lack needs to be repaired in training. Of particular importance, of course, are the issues which revolve around the structural organization of the data in storage, and the resultant economic and time attributes. There is too much in such a topic as to be able to say that everyone needs it, and much will have to be left to the minority that wish to acquire additional expertise in this area, such as data-base organization and information retrieval. (*Fig. 10*).

Well, I suggest that you start looking at your library schools and start trying to pressure computer science departments to become interested. From my knowledge of the latter, I suspect that you will find few of them alert to your needs, but they can be brought around if you are persistent enough. Just realize that they are often just as conservative as the rest of the computing industry, and to think of it, universities in general. And it is desirable to have training in advance of the general adoption of the practices (it shows foresight!), so you should start soon.

And I mustn't forget the recurrent education issue. I heard last week of three week training periods being required to get people to use the Medline service (rock-bottom, we were assured), and this to a select group. Such



2ND ROW

P1, (k1, p1) 4 times, k5,
p4, k5, (p1, k1) 4 times,
p1, * k1, p11, k6,
(p4, k8) twice, p4, k6,
p11, k1, ** p1,
(k1, p1) 4 times, k5, p4,
k5, (p1, k1) 4 times, p1.

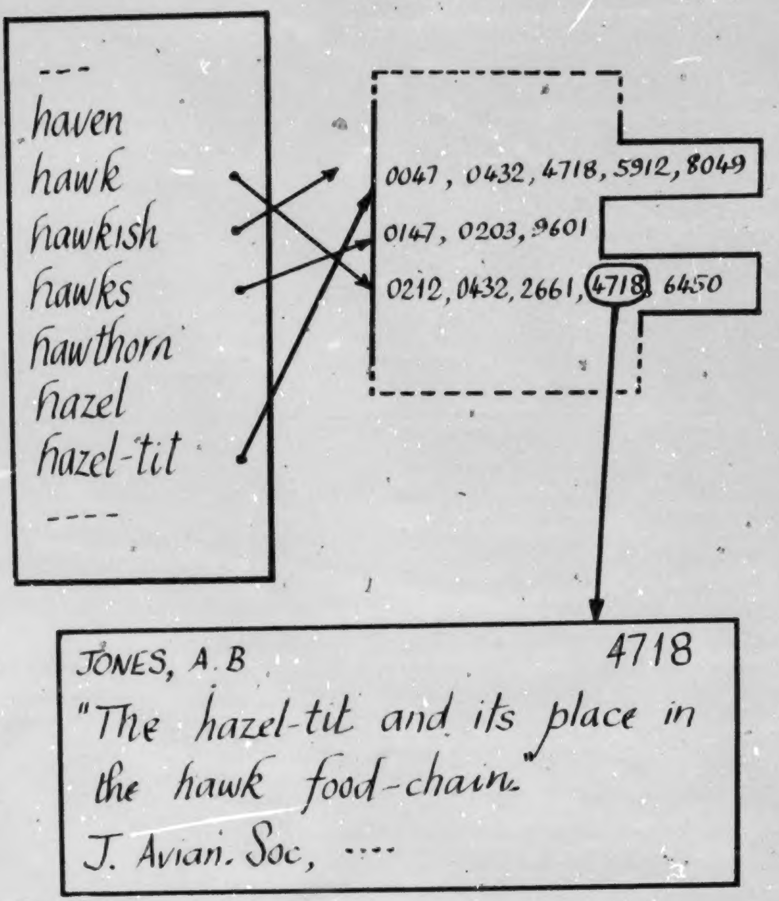
– A program –

Fig. 9

selection is necessary at the moment, but much wider dissemination of knowledge is necessary. Conferences go some way, but often what you hear at a conference goes in one ear and out the other. More slogging is necessary so that by practice and repetition the concepts become well understood, and not simply things to wisely nod your head at.

Well, I have wandered all over the field of librarianship with my ideas, so I will not attempt anything as ambitious as a summing-up. Instead, let me leave you with a thought for the day: the quotation with which I started this talk . . .

Hobart, Tasmania.
1977 August 29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haven
hawk
hawkish
hawks
hawthorn
hazel
hazel-tit

0047, 0432, 4718, 5912, 8049
0147, 0203, 9601
0212, 0432, 2661, 4718, 6450
JONES, A.B
4718
"The hazel-tit and its place in the hawk food-chain"
J. Avian. Soc, ----

Fig. 10

128[illegible]

Re-defining the L.A.A.'s Role in Education for Librarianship

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A NATIONAL STANDARD

The first paper delivered to the first Australasian Library Conference in 1896 was by H. C. L. Anderson, Principal Librarian of the Public Library of New South Wales, He strayed from his topic, cataloguing, to tell the assembled delegates.

> "I have found it advisable to hold classes in library economy for my juniors, and I hope that this Conference will consider the advisability of instituting some system of examination for the whole of Australia, with the object of conferring diplomas on successful students. Such a diploma, awarded by an intercolonial board of examiners, should be as valuable as those given by the useful library schools of the United States."[1]

The classes begun by Anderson met with the approval of Munn and Pitt in their report on Australian Libraries in 1934. They recommended an expanded apprenticeship training system based on the state libraries, open to their own staffs and "such apprentices as might be sent to them from other libraries in their state." Munn and Pitt favored co-operative action between the state libraries to devise a standard system of examinations and certificates which would be recognized throughout the country. They advised against establishing independent library schools because the low salaries then paid to librarians would not attract university graduates of high calibre.[2]

In 1937, largely through the initiative of John Metcalfe, the Australian Institute of Librarians was founded, and in his presidential address to the Institute's first conference in 1938 W. H. Ifould declared that "one of the most urgent subjects for decision by this Institute is the setting of a general standard for library training in Australia . . . ."[3]

In 1940 the Institute established a Board of Examination and Certification which drew up a syllabus for national examinations, and in 1944 the first candidates sat throughout Australia. Anderson's wish for a national standard for qualification in librarianship had been realized.

FORMAL COURSES OF TRAINING

While the Institute was moving ahead on the examinations front, the Trustees of the Public Library of New South Wales were taking up the other recommendation of Munn and Pitt, the establishment of a system of training. Charged by the New South Wales Library Act of 1939 "to make provision for the training of persons as librarians and library assistants" the Public Library established a formal training school. On completion of the course students received a certificate from the Trustees of the Library. Similar schools were subsequently established in the National Library and the Public Library of Victoria

The assumption by these three libraries of the task of training librarians marked a significant development in the profession. The two state libraries, however, did not specifically set out to prepare candidates for the Qualifying Examination of the Institute. Although influenced by its syllabus, they took care to preserve their independence by setting their own examinations and issuing their own certificates which were considered similar to but definitely different from those of the Institute. Students could, of course, also present themselves for the Institute's examinations, and in practice most did.

Lionel McColvin, who surveyed Australian public library conditions in 1946-47, was critical of this dual system of qualifications. He considered the Institute's syllabus "a very workable, sensible scheme," and recommended that all schools of librarianship should prepare their students for the Institute's examinations. A multiplicity of examinations and certificates could, he thought, only result in confusion for employers and the general public as to exactly what are the qualifications required of a librarian.[4] He also recommended "a school of research and advanced studies" attached to the National University.

In 1949 the Australian Institute of Librarians was re-named the Library Association of Australia and it was at about this time that serious discussion began on the desirability of librarians being educated for their profession in tertiary institutions rather than in libraries. Opinion was divided. Some, who had studied the North American system, were excited by its effectiveness. Others, like John Metcalfe, the Chairman of the Association's Board of Examination and Certification, doubted "that library method even at its best and most difficult has the difficulty and the extent that warrants a degree."[5]

Indeed, when in 1952 the Australian National University let it be known that it might be interested in establishing a school of librarianship Metcalfe, speaking for the Association, retorted that Canberra was not an appropriate location for a library school and the matter was dropped. Whether or not Canberra was an ideal location, the privilege of hindsight allows one to remark that this rebuff to the only university which had shown any interest in librarianship as an academic discipline was perhaps ill-considered.

Though discouraging a school in Canberra the Association was, by this time, coming to favor the principle that education for librarianship should be carried out in tertiary teaching institutions (preferably universities) rather than in libraries. This view was supported by the Committee on Australian Universities (the "Murray Committee") which declared that all professional training should be the function of universities.

Metcalfe, who exerted by far the greatest influence on the Association's policy-making in this area as Chairman of its Board of Examiners for nearly two decades, soon came around to this view and led the Association with him. Formerly scornful of "chasing degrees" as he thought the Americans did, he declared in his Presidential Address of 1959 that librarianship should be studied at the same level as law, medicine, and other professions, because ". . . we will not raise or maintain the status of librarianship . . . without both general and technical studies at the tertiary or university level."[6]

By this time Metcalfe had become the first Director of Australia's first university school of librarianship, at the University of New South Wales. This complete about-face — from opposition to librarianship as an academic discipline to advocacy of it — will not surprise any of those who know him well. It is sufficient to observe that in this respect his change of attitude served the Association and his profession well.

THE RECOGNITION OF COURSES

1961 marked a major turning-point in education for librarianship in Australia. Although empowered to "accept the whole or any part of any other examination in place of the whole or part of its own examination" the Board of Examiners had carefully refrained from doing so except for certain qualifications secured overseas.

But with the establishment of an Australian library school and with its policy firmly set in favor of more such schools, the Association had to grasp the nettle of evaluating the awards of tertiary schools of librarianship in terms of its own examinations.

In 1961, then, on the recommendation of the Board of Examiners, the Association's General Council resolved that those who had completed the examination for the post-graduate Diploma in Librarianship of the University of New South Wales would be exempted from the Association's own examinations and thus automatically entitled to professional membership. This, the first exemption of its kind for the graduates of an Australian library school marked the beginning of a change of course for the Association — a change from examining to accepting the examinations of others.

Acceptance of the examinations of others, however, was not to be automatic. The Board of Examiners drew up a statement on the recognition of courses in librarianship which enumerated the criteria which the Board would use when assessing library schools. Those which met the prescribed standards would be "recognized" and their graduates eligible for professional membership without further examination.

WHICH INSTITUTIONS? WHICH ENTRY LEVELS?

Though lacking a definite policy on the matter, the Association appears during the early 1960's to have assumed that universities were the appropriate tertiary institutions in which to teach librarianship.

The report of the Commonwealth Committee on the Future of Tertiary Education in Australia (the "Martin Committee") in 1965 presented a problem, however. The Martin Committee recommended the creation of non-university tertiary institutions (now mostly known as colleges of advanced education) and specifically went on record as being doubtful whether librarianship was an appropriate subject for university study. They thought it would be more suitably placed in the proposed colleges.

The central problem in all of this, so far as the Association was concerned, was that many of the librarianship courses taught by the colleges were to be at the bachelor's degree level and would combine the study of librarianship with other studies in the humanities, social sciences or sciences. Would such a degree satisfy the Association's declared policy that new entrants to full professional standing must not only be qualified in librarianship but must also hold a degree or an "equivalent qualification."? In other words, should those who gained a recognized undergraduate award in librarianship and other so-called "complimentary or peripheral" studies be accorded the same status by the Association as those who secured a "traditional" bachelor's degree followed by a recognized post-graduate diploma in librarianship?

This deeply divisive issue was debated at length during 1967 and 1968, and in 1968 the Association's General Council resolved that a recognized undergraduate award would indeed satisfy the requirements for professional membership. Bryan has termed this "perhaps the most significant decision

131

to be made in the Association's twenty-five years as an educational force in Australia."[7]

HOW LONG A COURSE?

Not least among the arguments against acceptance of an undergraduate degree from a college of advanced education was the proposed length of such courses. The traditional university degree required three years and a postgraduate diploma in librarianship one, so that the graduate professional originally envisaged by the framers of the "graduate qualification" had four years of tertiary education under his or her belt. The undergraduate courses in librarianship from the new colleges might also cover four years but most would actually be completed in three, thus, it was claimed, short changing both the "liberal arts" component and the professional component of the librarian's education.

Indeed, some employers have come to hold the view that, notwithstanding the Association's acceptance of the three-year integrated course of general and professional studies, such a course has insufficient "academic" content to qualify its graduates for higher posts in academic and research libraries in competition with librarians who have a university degree as well as a librarianship qualification.[8]

The Board of Examiners is coming increasingly to the view that three years is an inadequate period in which to give the student a sound general education together with a sound understanding of the concepts and practice of librarianship. There is also concern that one year is insufficient for a post-graduate diploma course to enable the student to acquire the professional education he needs, even at the beginning level. The librarianship curriculum in both undergraduate and postgraduate courses must necessarily comprise both core and elective subjects and an element of practicum. The most noticeable trend in recent years in the development of library school curricula, both here and abroad, has been the steady growth in the number of elective subjects. New areas such as information retrieval, audio-visual services, and systems analysis need to be catered for. In addition opportunity must be provided for the student to specialize by subject area and by type of library. The curriculum has thus become grossly overcrowded. Practicum tends to get squeezed out, particularly from the one-year postgraduate courses, but still it is difficult to present adequately the necessary core and elective subjects in the time available. It is even more difficult in the one-year courses for students to pursue in any depth the ideas flowing from the course content.

In Canada a two-year postgraduate program in library science at the base professional level is almost universal, and an increasing number of library schools in the United States are extending to a two-year course. In its submission to the Williams Committee of Enquiry into Education and Training the Association, on the recommendation of the Board of Examiners, drew attention to this problem and suggested that for post-graduate diploma courses four terms or three semesters is the desirable minimum length and that the concept of a two-year course should be accepted as a desirable goal. Undergraduate courses, it was suggested, should be of four years' duration rather than three.

The major stumbling block in any lengthening of courses would appear to be the Commission on Advanced Education. Though declaring that the *minimum* periods for postgraduate diplomas and undergraduate degrees shall be one year and three years respectively, the Commission has come in practice to regard these periods as *maxima*, and has generally declined to fund courses extending over any longer period. No college could mount a longer course without the Commission's approval and funding. The universities, though theoretically independent, are not independent financially and in a time of reduced allocations from government it seems hardly realistic to expect longer courses to be developed there.

The Board is well aware that the length of an educational program is less important than its content and intellectual quality, yet adheres to the view that a longer program is the most satisfactory solution to the problem of the overcrowded curriculum.

THE END OF THE REGISTRATION EXAMINATION

With the establishment of the first university school of librarianship, John Metcalfe, the architect of the Association's external examination system, could begin to contemplate its dismantling. In his presidential address to the 1959 Conference he stated:

> "I am clear that we must continue our Association examination and certification for an indefinite period, but I do not think we should do so for an infinite period. . . . It is very nice of us to think of librarianship as still open to the poorest men and women, but if it is kept so by external examinations and makeshift classes I do not think it will ever have professional status."[9]

Within a decade the number of tertiary institutions either offering courses in librarianship or clearly intending to do so had increased to the point where the Association could resolve to discontinue the examinations, and 1980 was settled on as the final year in which the Registration Examination will be offered.

This decision was not made lightly and was — and still is — opposed by some. The overwhelming consideration for the Board of Examiners was that external examinations without adequate study and teaching are educationally inferior, and that as soon as library schools attached to tertiary institutions had been established in every State, the external system should be discontinued. The decision was an unselfish one, for the examinations produced a significant revenue for the Association. But the argument was won on the principle of concern for standards rather than concern for the budget. While that was unquestionably the right and proper way to proceed, the Association's General Treasurers may, in the next few years, be excused for occasionally regretting it!

With 1980 fast approaching some members are beginning to express the opinion that the deadline should be shifted further away — into someone else's lifetime, not theirs. They argue that, since almost all of the library schools are located in the capital cities, aspiring entrants to the profession who live outside the metropolitan areas are denied the opportunity to secure qualifications.

The Board of Examiners is firmly of the opinion that the Registration Examination is now a "second best" way in which to qualify for the profession and that completion of a recognized course at a tertiary institution is the preferred route. It is not willing to perpetuate a dual system of qualification which reserves the educationally inferior path for country students, or for city students who prefer to study in the living room rather than the class room. I mention city students in this context particularly because it is frequently, but erroneously, assumed that the only — or even the major — consumers of external education are those in isolated areas.

For example, a recent survey in Victoria of likely interest in an external course in librarianship revealed that 68% of those who responded actually lived in Melbourne where there are two institutions offering recognized courses.[10] No doubt some city dwellers who seek to have the Registration Examination continued are prevented by family commitments from attending a library school. The Board of Examiners does not believe that this group, any more than country dwellers, should be forced to accept a "second best" route to professional qualification.

Nor do we believe that the geographically isolated and the otherwise committed aspirants to librarianship should be denied any education unless they can manage to attend an on-campus course. The undisputed success of external study programs mounted by such institutions as the Universities of Queensland and New England and Macquarie University here in Australia and, of course, the Open University in Britain, covering an almost infinite range of subjects at both the undergraduate and post-graduate level gives reason for hope that successful external studies programs in librarianship can be designed. Some institutions are already offering all or part of their librarianship courses externally, though no such course has yet been recognized by the Association. The Board of Examiners is presently drawing up criteria for the evaluation and recognition of external courses. Obviously a "correspondence"-type course is not acceptable, and equally obviously a course mounted successfully on-campus will not be acceptable if mounted externally without adaptation to the different environment. The problems of adapting internal courses to the external mode are real and significant, but the intelligent use of modern educational technology, the insistence on attendance at intensive seminar-workshops during the year for "hands-on" experience and for the opportunity to discuss and argue with one's instructors and peers, and organized and structured visits to important libraries, should enable us to overcome the difficulties.

THE BOARD OF EDUCATION

I want to turn now to discuss what I believe to be the most important new development in the Association's involvement in education for librarianship since the creation of the Board of Examination and Certification in 1940. I refer to the decision by General Council in October, 1976 to re-structure, re-constitute and re-name the Board of Examiners as the Board of Education.

The idea for an upgraded Board of Examiners sprang from the fertile mind of John Vaughan, our first Executive Director, in 1976. The original conception was for a Board of Education and Manpower but there was some doubt within the Board of Examiners as to whether manpower was a valid concern of a Board of Education. When it was seriously suggested that "manpower" was a sexist word and the proposed new Board should be called the Board of Education and Personpower the matter was dropped. It should, I think, be taken up again but this time divorced from the Education aspect of the Association's activities.

The Board of Education is presently constituted in an interim fashion pending alterations to the By-laws. The reason for this is that our Royal Charter [illegible]mands "There shall be a Board of Examiners" and specifies that its membe[illegible] powers, duties, and procedures "shall be such as are prescribed by [illegible] by-laws." So changes to the Board of Examiners require changes in the By-laws, a difficult enterprise which can only be achieved after lengthy negotiations culminating in the Governor-General giving his vice-regal assent. It is not hard to see why the Royal Charter, once so eagerly acclaimed, is now being spoken of in some quarters as an impediment to the Association's ability to respond to needed change.

In any case, the interim Board of Education comprises twelve members: the seven elected members of the Board of Examiners, three co-opted members, and the President and Executive Director *ex officio*. When the By-laws are amended, its final form will be 3 professional members elected by General Council, 7 members elected by the membership-at-large of the Association, and the two ex-officio members. There will be provisions to ensure that a majority of the members will be professionally qualified, but I would hope that others — for example library technicians and students of librarianship — might be elected too. There will also be provisions to ensure that a majority of members are *not* practising teachers of librarianship. The educators, obviously, have much of importance to offer the Board in its deliberations but we believe that their advice should be leavened by that of practising librarians; there is perhaps a danger that if the Board is top-heavy with teachers of librarianship its policies and practices may not always reflect accurately the concerns of the "doers" of librarianship.

The Board of Education is designed to operate through several working sub-committees. One, which must (for legal reasons) be called the Board of Examiners, is responsible for conducting the Registration Examination and for recommending Fellows and Associates to General Council. The second committee the Course Recognition Committee, is responsible for setting standards for courses in librarianship and for assessing against these standards courses in tertiary institutions which seek the Association's recognition. A third specialist committee, the Continuing Education Committee, has been established. Its activities promise to be of major importance for the Association in the future, and will be discussed in greater detail shortly.

In 1981, when the last Registration Examination has been marked and its results declared, the Board of Examiners will become largely dormant. It will still exist because of the Charter, but it will not need to meet except for what might be called ceremonial reasons, and the long and distinguished record of this Board will be closed. Those who have been involved in its work during the forty years of its existence will naturally regret its passing as an active force in our Association, but they should rejoice in the fact that, like the steam train and the hand printing press, it was succeeded by a more effective instrument when need and invention coincided, and has been placed in an honorable and well earned retirement.

With the inevitable changeover from being an examining body to assessing the courses provided by others, and with the demand for continuing education for all who seek to provide library and information services in this volatile society, the Association must change in order to survive, and its Board of Examiners had to become a more effective instrument for the formulation and implementation of Association policies in this broader area. The new Board of Education, with its wider responsibilities and its membership designed to tap the widest possible cross-section of expertise within the various interest groups comprising the Association will, we believe, provide the necessary mechanism able to cope with the responsibilities increasingly being expected of it by the membership.

Within five years I would expect to see additional sub-committees of the Board of Education established and funded. For example the Course

135

Recognition Committee is already in danger of being overwhelmed as it attempts to set standards for both professional and para-professional courses and to assess both types of courses for recognition by the Association. The work of the Continuing Education Committee can only increase and it must surely soon seek to divide its responsibilities also along professional and para-professional lines.

Third, the Board would like to be able to create a Research and Development Committee to stimulate research into the problems of library education in Australia. There is an urgent need for reliable research-based information on our educational problems and on allied matters such as the supply of and demand for librarians.

The crucial problem, of course, is financial. The Board and its specialist subcommittees need to meet with sufficient frequency to enable their members to provide some continuity of thought to their work. More vigorous activity of the kind encompassed by the new Board will require more support from the Association's office, not only of a clerical nature. There is an urgent need for an Education Officer who would act in an executive capacity to the Board and its committees; who would relieve the Board chairman and committee conveners of much routine work; who would act as a resource person for the Board, its committees, General Council and subordinate bodies of the Association; and who would bring some professional expertise to bear on the answering of enquiries and other educational work carried out at the Association's office.

All of this will require a substantial commitment of funds from a budget which is already strained by the winding down of the Registration Examination. I will return to the problem of adequate funding shortly.

LIBRARY TECHNICIANS

The Board's Course Recognition Committee has recently turned its attention to the question of courses for library technicians, a relatively new category of library worker. The technician works between the clerical aide level and the professional level, and supports and assists the professional staff.

The first Australian course for library tehnicians was established in Melbourne in 1970, and there are now courses in every State. They have developed along somewhat different lines from State to State, and concern has been expressed that these differences have inhibited the mobility of technicians from one place to another and have also inhibited the establishment of standard salary scales and working conditions.

In response to these concerns a national workshop was held in Melbourne in 1976, which brought together those involved in the education and employment of library technicians with a view to developing guidelines for their education. Specifically, the workshop organizers wished to identify those tasks which a library technician should be expected to perform, and for which, therefore, the course of instruction should prepare him.

A set of tasks was indeed drawn up and agreed to by those present. Preliminary guidelines for technician education were also drafted, dealing with such matters as course structure, curriculum design, exit and entry levels of students, and work experience.[11] Implementation of these guidelines will involve substantial changes in all existing courses, and clearly cannot be achieved overnight.

The Board of Education has resolved to accept the list of tasks identified by the workshop as a basis for its criteria for recognizing technician courses. The Board has also endorsed the workshop's recommendation that technican courses should be conducted in Technical and Further Education (TAFE) institutions. Its Course Recognition Committee has drafted a set of criteria for assessing technician courses and a final statement will be ready for approval later this year.

Institutions conducting library technician programs will then be invited to seek recognition of their courses. We hope, naturally, that all institutions offering technician courses will attempt to meet the Association's standards and will seek our recognition, but it is likely that they will only do so if the results will be of benefit to their graduates. What the Association must try to achieve, therefore, is some tangible reward in employment for those who complete recognized courses, a reward which is denied those whose qualification is not recognized.

I think we have achieved considerable success in the professional sphere in this regard. One very seldom sees an advertisement for a professional position which does not specify "eligibility for professional membership" of the Association or "A.L.A.A. or equivalent." I believe it is generally agreed that "equivalent" means another award recognized by the Association rather than just any award. Certainly there is agitation by students enrolled in unrecognized courses to have their institutions seek recognition, or, where an application has already been made, to have the Board's Course Recognition Committee hurry up and send an inspection team. We hope that students in technician courses can be similarly motivated to press for Association recognition of their qualifications.

One important way to achieve this would be to encourage the stipulation in industrial awards that persons appointed as library technicians should hold a recognized qualification. Hand in hand with this should be the creation of a separate membership category within the Association for those who complete a recognized course. General Council last year approved in principle the creation of such a membership category (probably called Technician Member) and the creation of some appropriate award to distinguish these members. These decisions have now been referred to the Association's legal advisers because of possible complications caused by that noble document, the Royal Charter.

Before leaving the subject of the library technician I should comment on the view, held by some technicians, that their certificate should not be an end in itself but rather a stepping-stone to professional qualification for those who want to step up. The Board's view is that technician's courses must have their own integrity — must stand in their own right as terminal courses preparing their students for a separate and distinct career structure within libraries. If the technician course is seen as a stepping-stone to something higher it will always be regarded as inferior, and those with career aspirations as technicians will be labelled second-class citizens because they chose not to try to step up to the professional ranks.

The technician course is a vocational course, deliberately designed as such. It must not be a watered-down version of a professional course and its graduates must not be considered half-baked professionals. They are library workers in their own right, with their own role to play, quite separate and distinct from that of the professional librarian.

CONTINUING EDUCATION

You will recall that one of the three specialist sub-committees of the

Board of Education is responsible for continuing education. Its actual terms of reference are responsibility for identifying areas of need for continuing education at all levels, for organizing and co-ordinating continuing education programs, and for liaison with schools of librarianship and other bodies which are active in this area.

The committee has begun to collect information about continuing education programs recently completed or planned for the coming year. The intention is two-fold: first, to set up a central file, probably at the Association's headquarters, which would function as a clearinghouse providing information to those planning or seeking continuing education programs. The second objective of this data collection is to identify several successful programs which would lend themselves to being repeated on a travelling basis.

This is a modest start but nevertheless it *is* a start at providing continuing education opportunities for the profession. A soundly-based program of effective action in this area cannot be achieved without paid office staff employed specifically to be responsible for it. Attempts to find funds for such staff, [illegible] particularly for a continuing education officer at the Association's headquarters have so far been unsuccessful.

It may be that our involvement with continuing education should be largely confined, for the time being at least, to co-sponsoring programs with schools of librarianship which do have the clerical support to do the actual organizing. The Association's role might then become one of identifying areas of need, identifying speakers, and sharing the developmental costs. We would, of course, also share the profits.

It is anticipated that the Board's Continuing Education Committee will be particularly active in arranging for the services of overseas visitors. Those invited to address biennial conferences and whose expenses are met by the Association or its conference organizers should be placed under some obligation to conduct or join in with continuing education activities before or after the conference in various capital cities and other venues. This will require considerable forward planning and co-ordination with conference organizers but the benefits would be substantial for the Association and its members. Other overseas visitors should be sought out, too, and their services contracted for when appropriate.

An important consideration is the need for continuing education activities outside the capital cities. Country librarians have relatively few opportunities for professional contact, and opportunities for them to update their knowledge are almost non-existent unless they are able to travel to an urban centre. It is little wonder, then, that some country librarians are increasingly being led to wonder what the Association does for them. Not only should expert lecturers, panels of speakers, and so on be organized to do "one night stands" around the country areas from time to time, but the use of audio-visual presentations as a means of continuing education should be developed. The Association's Audio-Visual Services Committee has indicated its willingness to assist in this respect. The development cost of such "packaged courses" would be high, but the courses could be repeated anywhere in Australia at very little expense, and the initial outlay recouped. If they are properly and professionally produced, they should be able to make a profit. In some cases it may be more sensible to purchase existing AV courses and save a substantial part of the development cost: for example the Medical Library Association in the United States has a large number of such packages, many of which are applicable beyond medical librarianship (for example, on such subjects as management and automation) and preliminary enquiries reveal that they could be acquired on very favorable terms.

THE FUTURE

What does the future hold for the Association and education for librarianship?

Clearly, continuing education will emerge as a major activity. The Medical Library Association has developed the concept of what is termed a "certified" medical librarian in the United States and to retain certified status one must attend that Association's continuing education courses regularly or have one's credentials withdrawn. It is not inconceivable that the Library Association of Australia might one day adopt a policy that a professional, in order to retain Associateship status, must participate in continuing education activities. The pace of change in our profession — particularly technological change — is increasingly rapid, and the qualified librarian or qualified library technician who satisfies the minimum educational requirements and then rests on his or her laurels becomes less and less adequately prepared to respond to the challenges of modern librarianship with every year that passes. I am certain that very soon it will be essential for those aspiring to senior positions to demonstrate to their prospective employer that they have taken their profession seriously enough to want to know more about it and to want to think more about its problems than is considered necessary for the raw recruit.

The Association has an obligation to foster improved professional competence and should seek to persuade both librarians and employing authorities of the mutual benefits of an active and continuous upgrading of professional qualifications in this way. Continuing education can also be a source of income for the Association, perhaps even an important source.

The firm and deliberate movement of the Association out of the examining business will have significant financial repercussions. In 1975 the examinations brought in $50,000, or nearly 20% of the Association's total income. Last year they realized $42,000 or about 12½%. Examination receipts will dwindle steadily from now on and will be non-existent after 1980. This is a significant financial vacuum. Our major source of income, of course, is membership subscriptions which last year brought in more than $200,000, or about two-thirds of the total. The Association must put serious thought into activities which will make membership more attractive to those who no longer are captive members by virtue of the examination system. It is often difficult to answer new members or existing members when they ask "but what do I get for my annual subscription?" They get the *Australian Library Journal* but I am sure that even its editor would agree that this by itself is not worth the average full membership fee. It is impossible to place a value upon the unseen, intangible, but no less real benefits of belonging to the Library Association of Australia. One cannot easily justify to the sceptic the value of the Association's influence with government in such matters as funding for school and public libraries; or of its industrial information and advisory service; or of the beneficial results which will flow in the long run from having new entrants to the profession educated at a superior standard; or of enabling established librarians to update their skills through continuing education programs, to name but a few of these intangibles. One can only observe that good work in those areas is relatively expensive — poor work is a waste of money and a false

K

139

economy in the long run. If the Association is to be strong now and in the future its efforts in improving education for librarians and library workers at all levels must be strong.

The Board of Education is responsible for what is probably the most important and far-reaching of the Association's activities. If viable programs in education for librarianship are to be developed and pursued the Association and its members must be prepared to invest the necessary funds to ensure their success. In education for librarianship we are at last on the threshold of what Americans call the Big League. It is a challenging time, and a difficult time, but the new Board of Education will, I believe, ensure that we meet that challenge and fulfil our obligation to advance the standards of librarianship and the status of the profession.

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Community Information:
PROBLEMS AND PROGRESS

Part I Problems

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The philosophy behind this paper has been unshamedly stolen from the book published recently entitled "Who Cares?" The theme of this book is about family problems, community links, helping services, and the problems people face in their day to day living.

Naturally, being an efficient librarian I immediately consulted the comprehensive index at the back. There was reference made to Citizen's Advice Bureaux, Learning Exchanges, Welfare Officers, Social Workers, and so forth. I was not surprised to find however, that there was no reference made to libraries or librarians. In one chapter, this book was referring to the caretaker network that exists within the community, "A small group of caretakers believe that they should confine their relationship with clients to a narrow and specific sphere . . . these caretakers give higher priority to efficiency than to humanism." I am inclined to believe that this particular phrase could be related to some public libraries in the community today.

It is ironic that even though I have been working in public libraries for the past 14 years the only way I could gain some expertise in the field of community information was literally to abandon my chosen profession for a period of time. Yet libraries have claimed to be in the 'information game' for decades and decades. This in itself warrants some speculation.

For three months I worked for the Library Council of Victoria, assisting in a study of Library and Information Services in the Northern Melbourne Region, an area which encompassed 3 Cities and 3 Shires. A report was produced after some months of extensive field work. This report naturally did not have the same impact as the "Weststudy Report" published some months earlier, but the conclusions were basically the same.

As a natural progression to this field work and research that I did for the Library Council of Victoria, I commenced duties as Information Project Officer at the Outer Eastern Regional Council for Social Development. This Regional Council was one of the few fortunate ones especially in Victoria, that received a Capitation grant of $2 per head of population through the Australian Assistance Plan (A.A.P.). There was a lot of money being distributed to a vast range of groups in the community and I was fortunate enough to be involved with many projects and people at the "grass roots" level.

The purpose of my particular project, which was funded for 12 months, was to develop an Information Network in a Region which covered 5 Cities and 4 Shires, and which had a population of over 420,000. It was a Region which was not cohesive, and was diverse in geographic and socio-economic terms. There was the urban densely populated cities, contrasted with the rural shires where the population was clustered in small isolated groups. After a great deal of soul-searching I reached the conclusion that the most practical way I could effectively operate was along the lines of a Community Development Officer, with specific emphasis on Information and acting as a co-ordinator and catalyst.

For the first 5 months I devoted all of my time visiting the vast range of information and referral agencies in the Region, attending meetings both day and night, visiting groups of people and generally making myself known as well as familiarising myself with the various and diverse communities within the Region. The purpose of these visits was to assess the information needs, to assess the effectiveness of the various agencies, departments and groups as well as to evaluate the resources available.

I visited and maintained contact with Libraries, Citizens Advice Bureaux, Community Centres, Health and Welfare Centres, Local Government, State and Commonwealth Departments, Drop-In-Centres, Community Houses, Learning Centres and many other groups both formal and informal. As a result of these visits I developed a very good relationship with countless resource people in the community, and this was very useful for the development of the Regional Community Information Committee. This Committee, which had been set up several months prior to my appointment, comprised representatives from the various Information and Referral agencies in the Region. It was used as a sounding board for sharing of ideas, exchange and dissemination of information, discussing ways to share and rationalize resources, attempting to establish cut-off points for information collection, and lastly devising ways to standardize the organization and updating of information. The Committee eventually established objectives, guidelines and strategies for the future of the project.

The field visits made and the contact and liaison part of my work were fascinating and rewarding. The most difficult aspect of the project was attempting to provide the necessary incentive so that the Committee felt they had a 'raison d'être,' a reason for continuing to meet. This was extremely difficult due to the diversity of interests and due to the parochial nature of some of the agencies represented. (I shall cover additional barriers encountered further on).

This process took approximately 5 months of my 12 month project. The next 3 months were spent attempting to justify to my Trustees why I had 'wasted' my time in this way. This involved countless scathing reports on my part and wasted hours of argument. Eventually I decided little could be achieved in the remaining 4 months without succumbing to the political pressure, consequently I resigned from the project.

I would now like to outline some of the barriers encountered during this intensive period, problems which can clearly be related to public libraries attempting a similar venture of this kind.

1. Personal barriers. My years of professionalism had to almost be totally discarded if I was to relate in any way to the community around me and especially the volunteer sector. Similarly the professional library jargon that I had developed over the years needed to be discarded too. So I donned my dirty jeans and tee shirt and ventured out into the world. As a result I found I was far more effective with the community and did not alienate people who were anti-professionals.
2. Political Barriers. The Regional Council was in the final stage of its dying throes with survival being of prime importance. Every effort was made to divert projects into areas where political kudos could be

gained. On paper my project had achieved very little, and pressure was applied to channel the project into a different direction so that tangible results could be produced, even though a direct consequence may have been a Regional 'White Elephant.'

3. The Local Councils and Shires were mostly opposed to the philosophy of a Regional Council for Social Development and especially one that had so much money at its disposal. In some respects the mere existence of a Regional Council highlighted some of the short comings of local government. Their reluctance to co-operate made it extremely difficult to achieve anything on a Regional scale.
4. There was little identification with a Regional framework and the size and diversity of the Region was partly due to this. Three sub-regions had been naturally formed and groups and agencies, identified with these, rather than a larger, amorphous Region.
5. The project was really a long-term one, (perhaps 3-5 years) yet attempts were made to achieve concrete results in the short-term. Clearly this was not possible.
6. Continuity of funding was another problem. The project merely covered my salary and administrative costs. Any plans for the future were jeopardized due to the uncertainty of funding. Yet continuity was a vital factor for a project of this kind to succeed.
7. There was the difficulty of getting people together. Most agencies had never participated in a co-operative venture before, and prior to the formation of the Committee, had not even had dialogue with other similar agencies in the region. Some agencies were content to act in an insular capacity rather than as an integrated team. There was fear of losing status and identity, and territorial conflicts and jealousies occurred regarding who should be providing an information and referral service. Lastly there were the differences of opinion between the professionals and the volunteers.
8. There was no clear conception of objectives and roles of individual agencies and many did not see themselves as needing to be in constant state of dynamic interchange with their environment.
9. Development of resource files was varied and unco-ordinated, and in some cases, inadequate tools, resources, manpower and lack of technical skills, hampered the development of information collection, storage, retrieval, updating and dissemination.
10. There was confusion regarding the collection of information for social planning and the collection of information to assist people in their day-to-day living.
11. The greatest barrier of course, was the Regional concept versus service provision at a decentralized level.

Due to the barriers encountered, I endeavoured to use the Regional Community Information Committee as a wedge to minimize some of these problems, but the pressure of the time factor was hampering any progress that could have been achieved.

This same Committee with continued support and funding from the Department of Social Security, is still holding meetings, exchanging ideas, and attempting to work out guidelines and strategies for the future. A workshop was held several months ago, with representation from most of the Information and Referral agencies in the Region. It was resolved that each locality was to formulate an action plan that was practical and realizable for that particular Municipality and that strategies would be worked out to implement that plan. Consequently this particular project is still alive and work is still continuing in this area.

The experience I gained in the Outer Eastern Region clearly taught me many things, most of which I can now relate to public libraries, and with specific emphasis on the work I am trying to carry out at the Moonee Valley Regional Library Service. These were as follows:

1. That information provision can only really be effective at the decentralized local level and not at the Regional level.
2. That no one person or one body should attempt to do it alone, and that a venture of this kind needs the support, understanding, co-operation and participation of a diverse number of groups with specific emphasis on the volunteer sector in the community.
3. That public libraries clearly should be the obvious initiators for a project of this kind since they have the greatest expertise in the areas of information collection, organization and dissemination. The decision, whether a community information and referral service should be library based would be dependent on the community served by the library, the existing resources available and the services being provided by other information agencies and resource people in the area.
4. That if I had the opportunity to repeat my work in the Outer Eastern Region I would attempt the same thing but at a local level. I would choose one Municipality or one community and try the process all over again, but this time using a Regional body only as back-up support for the project.
5. That for a project of this kind to succeed, whether initiated by a public library or any other body, it needs the right combination of the right thing, the right environment, the right people at the right time. It needs an injection of time, funds and commitment as well as patience, perseverance and flexibility.

More recently, I have been working as Information Services Librarian at Moonee Valley Regional Library, which serves 2 Cities and 2 Shires and has a population of approximately 180,000.

Here I have identified existing Information and Referral agencies in the Region and I am endeavouring to establish the library's role in this area before providing any type of service to the public. After consultation and liaison with a variety of resource people, a plan has been formulated for a project over the next 12 months. The area with the greatest need has been chosen and this is the Ascot Vale community within the City of Essendon. This area has a high migrant population and is starved of adequate services and resources. Very little is being done to cater to the information needs of the people in this community. The decision whether this project is to be library based will only be made after an intensive evaluation of the community as well as an analytical assessment of the information needs of the diverse groups of people living in this locality.

In conclusion, I would like to quote one of the closing remarks made by Professor Ronald Henderson in the book "Who Cares?" mentioned previously. He states:

> "Another important attempt to close the information gap is the Citizen's Advice Bureaux movement."

I note that he did not include public libraries in this statement.

However, I won't labor the point anymore, but merely say "IT'S TIME."

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Community Information:
PROBLEMS AND PROGRESS

Part II Progress

SUE HEALY

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This paper is basically a listing of activities, mainly those happening in Victoria. During the eighteen months that I have been Community Affairs Librarian at the State Library of Victoria I have had the opportunity of talking to a great many people working in the field of community information, both within the State and elsewhere. I have also been able to observe the work of many agencies. While it is the problems that most people want to discuss, they are apt to forget the substantial progress that has in fact occurred. Much has happened and is still happening in spite of the shortage of funds. In fact, the scarcity of resources is forcing groups to look more closely at ways of rationalising what little support is available. Perhaps if I briefly trace the development of the concept overseas and in Australia, the progress will become apparent.

The past fifteen years have seen a great "blossoming" of information and referral services in the United States.[1] We have heard something of the library-based services with the visit of Clara Jones last year, but we should be wary of assuming that libraries are the only agencies providing this service. There are now several hundred crisis intervention centres (switchboards, hotlines, free clinics) mainly to serve the young and the alienated. Canada has both conventional and alternative services. In England, during the second world war, citizens' advice bureaux were established in many towns; they are now a familiar institution in all parts of the country.

The first CAB in Australia was established in the 1960's after the English model. By 1970 there were 10, now there are 46 in Victoria alone, and there is a strong possibility that the CABs will be the focus for the Victorian government's information programme. Each bureau is autonomous, but the Victorian headquarters prepares a bulletin to keep them all up to date with developments. A national body co-ordinates the activities in the five affiliated states.

In 1974 funding under the Australian Assistance Plan was provided to set up community houses, many of which included information among their functions. Some government departments have formalised their information delivery by setting up specialised sections. Various bodies, official and voluntary, have set up centres to serve the needs of a particular group, such as migrant advisory services, or to cover a specific subject field, such as legal advice. Individual localities have set up centres to fit their own special needs, as in Fitzroy, or they have produced a directory of local activities, as in the Wimmera region of Western Victoria.

All this expansion has led to demands for help in solving the problems of collecting and organising the data. The result is an incipient technology, with the accompanying jargon, which suggests to me that community information is in imminent danger of becoming an academic discipline. The AACOBS Working Party on User Needs has been collecting material from all states, which hopefully, it will make available to all those interested in the subject. In New South Wales the Community Information Subscription Service (CISS for short) was formed with the aim of providing information packages for local agencies. Unfortunately a lack of resources has resulted in the group having to lower its sights for the time being. It has become the Community Information Sharing Service (still CISS) and performs the very useful role of a forum for ideas and expertise.[2]

The same role in Victoria is filled by the Information Sub-Committee of the Victorian Consultative Committee for Social Development (usually shortened to VCCSD). The main body has representatives from all levels of governments and most major organisations in the social welfare field. The Information Sub-Committee brings together the information specialists of the various organisations for discussion. It has also stimulated a variety of projects. These are publicised in its newsletter "Information Interchange," which includes material from other states and overseas. Perhaps I should list the projects in case anyone would like to ask questions about them later: a paper on a design for a regional system; a standard index for CAB files being compiled by Barry McIntyre for the Department of Social Security; a thesaurus of social welfare terms being compiled by John Bailey for the State Library; the compilation of a directory of directories by Jenny McGregor of the Department of Social Security and myself; a proposed register of local government studies and research projects; and the creation of a standard service identification system to code material for the new directory of social services being produced by the Victorian Council of Social Service. This directory will be of major importance in the delivery of community information in Victoria. Until it appears it is difficult to say how much impact it will have, but many people are waiting for it before deciding what information they themselves should collect.

The focus of all these back-up projects is the local service point. I have already mentioned some of the types of agencies operating in Australia. Emergency telephone services, drop-in centres, libraries, local government offices, individuals like doctors, social workers and policemen: these are all in the information business to some degree. At a recent workshop in the outer Eastern Melbourne Region, local groups were asked to identify all the initiatives in their own area. It was astonishing to hear how much is being done by different groups in unexpected ways. Co-ordinating this activity is a big problem in such a suburban area. In other places, particularly inner suburbs characterised by low income and high transience, there is less development. It is in these areas, where there are few community leaders, that the library may have a role to develop a service. Altona, in Melbourne's western region, has had an information file for some time. The new Regional Co-ordinator at Carringbush is collecting data to be coded on the library's computer in MARC format; this will be made available to local organisations on tape or microfiche.

When there are a number of agencies in an area, it is important that their efforts be co-ordinated. Libraries in this situation should perhaps look at increasing co-operation and providing support services, as is happening at Dandenong Valley with a grant from the Library Council of Victoria,[3] rather than setting up a competing service. This task is not as easy as it sounds. Many committees try to pool their resources, but fail to progress. I would like to digress to discuss some of the factors that affect such a committee. We librarians tend to withdraw from the difficulties of working with this kind of disparate group, but it can be a useful and rewarding experience.

A good proportion of voluntary workers is vital. Professionals, such as social workers or librarians, have a different level of commitment. The voluntary workers have an emotional investment that they need to validate by progress. A catalyst is needed; someone who will give the group sufficient momentum to carry it through to the next stage. This person can be professional or voluntary, but has that extra energy to precipitate action. A package must be presented, even if it proves useless. It is something for the group to criticise or reformulate, instead of talking in a vacuum. Parameters must be drawn up and background material collected. It is difficult to talk constructively without having a defined geographical area and specified subjects. Generalities do not produce concrete proposals. Initially, projects should be small and easy to put into effect. Large scale plans scare off potential organisers, but if one project is successfully completed, it gives the group more confidence in its ability to produce results. A common level of exposure to the concepts of community information is also necessary. Many people become enthused by the idea without understanding what it entails in practice, or what questions need to be asked about the suggested service. There are two fundamental questions the group should ask — what do we have? and what do we want? The first can be answered with a bit of foot slogging; the second only by those who have explored some of the possibilities.

If a librarian has become part of a team working through the initial stages in a community information project, then that person could fill the role of catalyst. But too often the librarian arrives with an information plan like Moses and his tablets, and expects a hearty welcome from the volunteers. In community work everyone has to earn their place on performance. Regular attendance at meetings and taking a share of the work are the best ways to be seen as committed.

If I have overemphasised the involvement aspect it is because I sometimes get the feeling that librarians tend to be myopic — their vision is limited by the walls of their buildings. Outside is the apocalypse; the world is exploding into atoms: inside the staff are quietly checking the book shelves. Is it that the library staff are the housebound, and the public the ones who make the effort at outreach? Maybe we should all have to spend a portion of our working time in the fields, as Chinese functionaries do. We find life easier when we stay in our offices "squirrelling away," storing up nuts of information that may never be used. We should be out making the contacts on which this kind of work depends; it is people based, not document based. Maybe files don't argue back and have minds of their own, but we're not compiling lists for our own edification; we are doing it for the purpose of helping those in need. Sometimes it is more important to know who to contact than an actual answer; for in community information there is no answer; sometimes there is a solution; on other occasions there appears to be none. Having someone to talk to can be part of the solution. Any librarian intending to play a role in community information must make a personal commitment to the idea of caring, even if it is inconvenient at times. This may sound like a return to the days of the horse and buggy, but, as in so many areas, this seems to be where real progress lies, even though it may appear to be a regression.

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The Aboriginal Studies Library Project

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It is quite true that I have described myself as "the oldest Teacher-librarian in captivity": my having been a member of the first training course for teacher-librarians in Australia, inaugurated by John Metcalfe just prior to World War II, authenticates the adjective and captivity too is the right word to express it.

Of course this involves a paradox. "Stone walls do not a prison make nor iron bars a cage." I think librarians on the whole rejoice in such captivity, the cages have expanding walls and doors through which we see many enticing vistas, much wider vistas than those seen by — say — dentists or doctors or even, with due respect to Mr. Justice Kirby, lawyers. However, I must not digress.

The title of my talk is "The Aboriginal Studies Library Project." The project has so many facets that I hardly know where to begin, and I can't very well take the White Rabbit's advice to the King — "Begin at the beginning, go on to the end and then stop," because so far the project has no end.

Before I do, let me tell you that the ramifications of the project may not be of interest to all librarians. It is basically a school-oriented thing, both primary and secondary, though it is hoped that its influence may eventually flow over into a much wider area. So if you feel that school based things are not really your cup of tea (or seeing that we're at a conference, your glass of red or white), I shan't be a bit offended if you slip out now, to save yourself boredom. No? Well, you have been warned.

In 1973 the South Australian Association of School Librarians, of which I was then President, received a letter from the South Australian Institute of Teachers. Could our members prepare a list of library and text books about Aborigines that is, a list of material that would validly present Aboriginal heritage and culture, past and present to students in South Australian schools?

Up to that time I don't think that many school librarians in South Australia had thought much about books specifically about Aborigines. Lots of us were specialists in different fields but Aboriginal Studies wasn't one of them. Certainly, Aborigines were then as irrelevant to me personally as they were and are even now to much of the Australian population. For the benefit of any overseas person here I should explain that you can, or you certainly could some few years ago, live all your life in many parts of Australia without having any contact with an Aboriginal person, without really seeing one with a seeing eye.

Of the 140,000 or so Aborigines that are believed to live in Australia now, some 40,000 are still tribal or semi-tribal Aborigines living in very remote areas. The last few years have seen for many of the other 100,000, a drift to the cities, but only to the very poor socio-economic areas. Others are "*fringe dwellers*" living in humpies on the outskirts of country towns.

So we knew very little about the subject generally. What could we find out? A small Committee of which I became chairman was convened, and the work began. We consulted our own libraries, publishers' lists, bibliographies of periodical articles and so on, and as our research progressed found that other groups such as the Race Relations Committee (R.C. Church), the Aboriginal Studies students at Torrens College of Advanced Education, Adelaide, the Education Department's School Libraries' Branch library staff and several interstate bodies were all involved in similar research.

It seemed wasteful to have all these hard-working bods going off in different directions when probably, if all information garnered even by South Australian groups were pooled, a larger and much more definitive list would be produced.

So the telephone came into play. Would representatives of all the groups like to get together at my house one night with a view to exchanging information and planning future co-operation? Everyone welcomed the idea. The two members of each of the four groups who came to that meeting (October, 73) became the Joint Committee, with yours truly as Chairman, and we flexed our mental muscles for the task ahead.

An overall joint list was made, which still seemed comparatively small in view of the patent need and growing demand for such material. To ensure that there would be no obvious omissions and to extend the list, it was decided that the Chairman should send a letter — and the list — to every school in South Australia on the Supervisor of School Libraries' register of teacher-librarians. This asked that he/she should check the list and return it with a catalogue card for every OTHER work of fiction or non-fiction relevant to Aboriginal Studies held in the school library. Then came the momentous task of sorting, putting into alphabetical order, discarding duplicates and so on.

There was an almost 100% response, which certainly proved to be a valuable exposé of what was NOT in our school libraries. Some schools had only one or two books, some had thirty or forty. Many of the latter dated back to the early 1900's. Only one or two schools had a reasonably adequate collection.

By the end of January '74 a list of everything available had been compiled and after this a good hard look at the titles was taken by committee members. Some titles were immediately discarded on the grounds of old age (unless they were of definite historical interest) or of racial prejudice, paternalism and so on. For example, GUNN, Mrs. Aeneas: "*The Little Black Princess*" was rejected because, however charming the story, it would have to be handled very carefully in the context of its day, and could not be on unrestricted loan or unrestricted recommendation because of its irrelevancy to the 1970's — and '80's. Mrs. Gunn, for her day, was an enlightened woman, and the book was the first to have for its main character an Aboriginal child. But if you now read the book analytically, the author's patronising attitude towards Aborigines comes through very clearly. It is felt that she would have written equally charmingly about a pet dog or cat. She does not really treat the Little Black Princess or other members of the tribe as people with rights to their own customs and beliefs.

Though she says that she "never laughed at their strange beliefs" (and one feels that she was too kind a woman to do so to their faces) her comments to the readers—a readership of white children — make it perfectly clear that she thinks Aboriginal beliefs both funny peculiar and funny ha-ha! An example of this is her description of Bett-Bett's avoidance of meeting or even seeing "Goggle-eye" with whom she was forbidden all contact by tribal laws. Mrs. Gunn holds this avoidance up to ridicule, yet, by students of Aboriginal anthropology such laws have been found to be based on eugenically sound reasons.

To return to the list: no one member had read all the titles, though in combination, the Committee was familiar with the majority of them. One fact emerged very clearly. There simply was not enough good material published. The books that could be recommended for the 11-14 age group were except for some Aboriginal legends and some travel-type picture books, depicting tribal Aboriginal life, practically non existent. Even in the ones written in late sixties and early seventies the stereotypes appeared. In one in particular — one of the better ones — the same old image was being projected. McArdle and Marks: *"Graham is an aboriginal boy"* (Methuen) has a cover picture which certainly attracts the eye. *"Graham,"* an intelligent-looking bright-eyed youngster is about to eat a witchetty grub. But why this emphasis on the difference in eating habits, if indeed they are habits, except in rare and remote tribal areas? Would not the average Aborigine whom our primary and secondary children meet rather have a pie 'n' sauce, again for the benefit of any overseas person, this is (the Australian equivalent, I think, of the English, fish and chips or the American hamburger). There are in the book plenty of excellent pictures of Graham in situations applicable to any ordinary Australian boy — why not, as the old song says, *"accentuate the positive"*? On reading the text, such sweeping generalizations as *"All Aborigines can find water when they need it"* are found. This could hardly be true of the average city-born, urban or suburban bred young Australian — whatever his colour.

It must be remembered that at this stage, very early '74, the Committee was still merely a collective group endeavouring to complete one simple (?!?!) task — to compile a list of books (and non-book materials) from which students and teachers in our South Australian schools could gather authentic up-to-date information on Aboriginal heritage and culture.

But frustrated by abortive visits to bookshops and educational media shops in search of good new material, we knew that a much broader involvement by many more teachers and many more librarians, by educational authorities, by researchers who, preferably, were Aborigines themselves, was needed if ever any worthwhile contribution could be made to the vital task of understanding and communication between original Australians and us immigrants of from 1788 on.

For our small part we wrote to publishers in Australia and overseas pointing out the dearth of material, the doubtful authenticity of what was available and suggesting that perhaps consideration could be given to commissioning more works by Aborigines themselves. We wrote to all the interstate bodies we had ever heard of who might be working in the same field, asking for their lists, we wrote to different publishers of periodicals asking for permission to photostat articles that had been found to be worthwhile and among the correspondence outwards was a letter to the Federal Minister (Department of Aboriginal Affairs) in Canberra, explaining the project, its implications, frustrations and ramifications, suggesting broader involvement and asking for advice.

It was only a fortnight or so later that Mr. Don Smith, Principal Education Officer, Aboriginal Education (Mr. John Cokers right hand man!) telephoned us to give a startling piece of news. The Joint Committee was to be funded $10,000 to start a pilot scheme involving Primary and Secondary Schools in order to research the usage and validity of the books that were being used in schools by staff and students. Some $500 worth of books on Aborigines for library and classroom were to be supplied to each of twenty schools. The grant was from Commonwealth funds being held by the South Australian Education Department Aboriginal Section who had heard of our project and felt, as we did, that such research should be more widely spread. It was anticipated that the grant would continue on a yearly basis over three years.

It was with mixed feelings that we accepted the responsibility for the more we had worked over the previous months the more we realised what an immense task was involved. It was not only that there was such a paucity of material to work with. The whole point of the Committee's research was and is to IMPROVE the resources about Aboriginal heritage and culture — and here we are up against the ingrained and frequently quite unconscious racial prejudice that the majority of the Australian population (and I include myself) through sheer ignorance of an Aboriginal's point of view, does not even recognise that it has. It is therefore fairly hard to recognise it in the material available without the most careful analysis and most important of all without Aboriginal help which we decided was priority A for widening the Committee.

Our first two Aboriginal committee members who have become very much involved in the project and who are active in its many developments today, were Mr. Paul Hughes, a former teacher, representing the Department of Aboriginal Affairs and Mr. Bob Randell representing the Aboriginal Community College which had not long been in existence. Paul is now Deputy Director of the DAA in Adelaide, Bob has his own Communications Unit at the Community College. The acceptance by these two people of our invitation to join the Committee marked the beginning of our association and co-operation with leading members of Adelaide's Aboriginal communtiy which has developed and expanded over the three year period into sound friendship and mutual respect and continues to do so. More of that later when I talk about the extensions of the project in 1977.

By mid 1974, the joint committee included representatives of the Museum, the Aboriginal and Historic Relics Board, Torrens CAE (then the CAE most concerned with Aboriginal Studies courses, though other Adelaide CAEs have more recently followed suit) Flinders University, and many Aboriginal organizations such as the Community Centre, the Institute for Narrative and Music of Aborigines (now part of the Ethnomusicology Department of Adelaide University) and others. The Supervisor of School Libraries is a member ex officio, and it was he who with the Chairman, selected the first nine high schols and fourteen primary schools to receive the grant of books during that first year (1974).

I must here emphasize that the books were not "selected" by the committee. There was and still is such a paucity of books about Aborigines particularly in the upper primary — lower secondary area, and it was a case of buying what was available and we were hard put to it to spend $400 on each school, keeping one set of primary and one of high in the School Libraries Branch, for reference. Admittedly, books were a lot cheaper three years ago.

The scheme was explained to the Principals and Librarians of the schools concerned. They would receive all the books with Aboriginal content that were available — single copies — to be held in the school library. In return they were committed to utilize the material to its fullest extent in classroom teaching and library research. They would then report on this usage at the end of a set period — the first report was due a year later — and that report was to include student response, teacher response as to usefulness in any particular teaching field, general comments on the success of the scheme and on individual books and material in the collections. The huge task of critical analysis and/or annotation of each book was divided among the schools — fairly we thought, as far as "easy" and "hard" books were concerned, so that the committee would receive feedback from at least four schools about each individual title.

Membership of the project was advertised in the Education Gazette and the number of schools was expanded in 1975 to 50, including 7 independent schools. Response from the schools varied considerably.. We had three schools who, for various reasons, change of staff, loss of key teachers and so on, felt unable to keep to their commitments and relinquished their membership. Their books were recalled and given to schools which had applied in the second year and were on our waiting list. Unfortunately there was no third year of funding — the money began to dry up, as you all know early in 1975 and we have not received any funding since. But the project has gained momentum in many ways without it.

The first most important question at the beginning of the Project was — how can we get librarians and teachers to assess the books from the point of view of validity, of respect for Aboriginal culture and heritage? This is not, unfortunately, something that is usually taught in schools though it well may be in future.

We needed criteria — and as a first step we held a one day workshop conference at Marden High School, where I was then librarian-in-charge, in October, 1974. Each school was represented by its librarian and a teacher of Social Studies. Two interstate speakers, Mr. George Harwood, an Aboriginal who was then a Senior Executive Officer of the DAA, Canberra and Mr. Ian Spalding, from Melbourne, well-known for his writings on racism and Aborigines, laid down guide lines and helped us work out formats for review by staff and students.

Paul Hughes suggested the following criteria, adapted from an American survey "Text books and the American Indian."

"Is the image of Aborigines that of real human beings acting in response to their own natures? Are fictional characters and their life-styles true? Does the material present both sides of events and issues?

Are the contributions of Aboriginal culture to Australian civilisation given respectiful and accurate representation; is the culture evaluated in terms of its own values and attitudes rather than in the terms of those of another culture? What are the authors' or producers' qualifications to produced material dealing with Aboriginal culture? Does the material contain factual errors or misleading information?

Does the material perpetuate stereotypes of myths concerning Aborigines? Does it show an obvious or subtle bias? Do illustrations authentically depict Aboriginal ways of life? How might the material affect an Aboriginal persons image of himself?

Would the material help an Aborigine identify with and be proud of his heritage?

Does it express Aboriginal values — would it help an Aborigine reconcile his own values with conflicting ones? Does it present a positive or negative image of the Australian Aborigine — how would it affect the non-Aborigine's image of Aboriginal people?

Are loaded words such as "buck," "lubra," "blackfella" used in such a way as to be needlessly offensive, insensitive and inappropriate?

Does the material contain much of value but still require additional information to make it more relevant and useful?

We also advised people to read Ian Spalding's article in "The Aboriginal Child at School," vol. 4, no. 4, April, 1974. This publication is available free from Queensland University — Professor Betty Watts is the editor. The particular article is called "How to feel superior without really trying" — perhaps if you wrote to Professor Watts you might be able to get a copy.

These and similar criteria formed bases for discussion when we held inservice conferences over a period of two years to help teachers and librarians evaluate the material provided by the Project. "Formats for review" were worked out for teacher and for student use. Committee members kept the flow of advice and encouragement going to schools during '74 and 75 by means of circulars and telephone calls. There were three people very much involved in this committee work, most of which had to be done out of working hours as during the first two years all the work was voluntary. These were Bob Brooksby, himself a Primary School Headmaster, Myrana Stretton, a member of School Libraries Branch and myself, at that time in charge of Marden High School Library.

By the end of '75 with fifty schools involved it was impossible to keep the project going on a purely voluntary basis for its work was becoming better and better known — non-project schools were asking us for information, letters were coming from interstate bodies, CAEs, Universities, Aboriginal Associations. Eventually the South Australian Education Department hierarchy decided that in spite of the economic crisis which was then in full swing, the work of the Project should continue under Departmental auspices. I was seconded to do only Project work in my four days a week, and David Tassell, a Headmaster who had had much experience in Aboriginal Schools and was that year doing an Advanced Diploma in Aboriginal Studies as a half time release scholar, was seconded to work with me the other half of his week.

We were then able to visit schools and it was fascinating to see how each school tackled its assessment. One High School had students select different aspects of Aboriginal life and culture for study from our material, then tape their own tutorials on these aspects. The tutorials were then attended by the peer groups who were the critics. Other teachers and librarians encouraged discussions among students of the formats for review which the committee had designed. Some devised work books with questions involving research in specified books from the library shelves.

Eventually the assessments from all schools for those Project books were analysed at a week's special residential workshop by teams of teachers and their Aboriginal advisers. About a hundred annotations based on these assessments were published in a Supplement to "*Review*," the Journal of the South Australian Education Department School Libraries Branch, at the end of 1976. Copies of these may be seen among the material I have brought with me as I brought very few because of aircraft weight restrictions I should be glad to send copies to anyone here who would like one, on my return to South Australia.

But reviewing books, an on-going process has not been the only activity engendered by the Project. In suggesting to teachers how the books could be best used and assessed we found we were becoming involved in curriculum development. The entire aim of the project expanded from the mere compilation of a list of books to the improvement of resource material about Aborigines, to the encouragement of involvement in teaching about Aborigines, to the development of courses about Aborigines, to an exercise in cross-cultural relations which we hope will eventually lead to attitudinal change. Aboriginal people, members of the Committee, have visited our Project schools and others to give lessons on Aboriginal culture and incidentially to prove to children misled by biased text books that Aborigines are not *"stone-age people."*

This is one of the most common misconceptions. Aboriginal technology was and is not, in western terms, highly developed but they have a most sophisticated and intricately worked out social system, deep spiritual beliefs, an intimate knowledge of nature and natural phenomena, skill and artistry in painting and handcrafts, and have shown by their ability to survive and to live happily in what for the non-Aboriginal is an extremely hostile environment that they are as much *"homo sapiens"* as their western counterparts. Geoffrey Blainey, whose recent book *"Triumph of the Nomads"* makes fascinating reading, states that many a mediaeval European peasant could well have envied the rich life style of the Australian Aborigine in the middle ages, had he known anything about it.

One of our Project schools has quite a few acres set aside as a wild life reserve. There are kangaroos, wallabies, native birds including an emu, and plenty of trees and bush foliage. As an experiment, groups of students camped there for a few days as the Aborigines did, that is, they had to build their own wurlies, fashion their own tools. They used our project books for research. *"Live in all respects,"* we said, *"as the Aborigines did"* (though we did relent a bit about food!) They soon found out how difficult it was. Of course they couldnt cope anything like as well as Aborigines. They tried to make stone axes, boomerangs, spears, and found it extremely difficult even when eventually allowed to use modern tools. This gave them a new respect for Aboriginal skills and intelligence.

One of the things that is hardest to bring home to our students is the respect for such an entirely different set of values. Our civilization is geared to doing and by doing, to acquiring. We are materialists. The tribal Aborigine was content to be — to live — in harmony with his environment, coping with natural phenomena, adapting his life style to the seasons. Rarely do any school books give any coverage to any Aboriginal person's values — Aborigines are mostly treated as exotica, objects of curiosity.

I have brought with me a text book, beautifully presented, most attractive to look at and a horrible example of what and how NOT to write about Aborigines. I might mention here that we annotate and review all the books that we can find that have Aboriginal content, not merely the good ones, because many books have found their way into school libraries and classrooms without teachers being aware whether, in the treatment of Aborigines, they are good, bad or indifferent — and they're far more likely to be either of the last two.

This one happens to be a fairly outstanding example of the sort of things we mean — that we are up against. In the first place it is called *"The Aborigines of Central Australia."* It has 134 pages and the author begins to talk about Aborigines on page 73, so the title is pretty misleading. We are first introduced to Aborigines by a very attractive picture of Aboriginal children playing in the sand. The photography is excellent. The caption says *Cadibarrawirracanna, Wagga Wagga, didgeridoo, Oodnadatta, kangaroo, Yarra Yarra, Toowoomba, Cootamundra, Woollahra, kookaburra, jackeroo, boomerang, cockatoo,* and the openng sentence is *"What strange words! What do they mean?"*

Now to the Australian, Aboriginal or not, those words are just a jumble of place names or names of birds or animals — in that sort of juxtaposition they mean absolutely nothing whatever. But to a child reading the book they are almost sure to provoke the *"object of curiosity"* syndrome. If we want to present Aboriginal people as dignified human beings with a right to their own life style — and language — the picture could have been captioned with some greeting wirds in PITJANTJATJARA or any other Aboriginal language. Then the book could have started off with something like:—

"The children in the picture are saying "Hello" in one of the many ways that the different Aboriginal people in Australia use to greet each other." That immediately establishes the Aboriginal child as a person with a language and personality of its own. This is a positive approach.

We now turn to the next page and we see a picture of a quite attractive but runny-nosed Aboriginal child. I'm not denying that there are plenty of runny-nosed Aboriginal children — respiratory tract infections are very common in Aborigines and thats to our shame, the way we've neglected Aboriginal childrens health, but it presents a poor image. Because of our European conditioning that picture is unlikely to arouse empathy in most non-Aboriginal children — they'll merely *think "OOH how horrible"* — or, *"That child is dirty."*

The next page makes the blanket statement *"Aborigines have chocolate brown skin; they have wavy hair."* This is quite incorrect. There is a wide variety of skin tonings and hair types among Aborigines. Some Central Australian children, for instance, have straight blonde hair. Such stereotyping is very poor.

"People who came . . . to live in Australia . . . found most of the Aborigines living near the coast." Well, that's a bit silly — they found most of the Aborigines living near the coast until they, the invaders, after some thirty years managed to cross the Blue Mountains, which the Aborigines, incidentally, had been crossing with ease for centuries. Once the invaders crossed the Blue Mountains they found Aborigines who did not live near the coast. It's the sort of foolish statement that is made without any real thought.

The Aborigines did not have houses, they did not plant seeds to grow food. Now that's the negative approach — the *"did nots"* and *"had nots"* that you find so often. The Aborigines did not need European-style houses— the *"wurlies"* or *"wiltjas"* — the bush shelters that the Aborigines built ARE their houses, they are aerodynamically perfectly designed, they are ideal for the climate, and they are shelters within the Aborigines' home which was their land.

People from Europe wanted to live near the water; some built cities near the coast. This implies a sort of natural progression and omits all reference to the taking of the land by force. This should have been mentioned in a book of this kind even in one simple sentence for unless this fact is continually acknowledged there is little chance of awakening non-Aboriginal people to a sense of the invaders' responsibility for what has happened to Aborigines.

The Aborigines were forced to move to other places. Incorrect. *In the dry areas the Aborigines could live in their own way; they would not have to change to the ways of Europeans.* Well, only those who traditionally lived in dry areas could live there; the Aborigines had very carefully delineated tribal areas — they did not move from one to another without offending against taboos.

Now follows a totally incorrect map purporting to show where Aborigines now live, followed by the statement *"Very few Aborigines live near the cities or small towns."* This is quite wrong. Seventy percent of Aborigines live in or near cities or small towns, thirty percent in more remote areas. And this could have been verified at the time the book was published.

Some work on farms, some work on ranches. There are no such things as ranches in Australia, we call them *"stations."* This writer must have come from Texas or somewhere like that.

The next bit proves the author quite out of date as well as out of touch. I have mentioned earlier Mrs. Aeneas Gunn, author of *"The Little Black Princess,"* written in 1905. Even earlier than that she wrote *"We of the Never Never"* a story of pioneering days in which the *"Never Never"* was her quite fanciful name for the outback country.

"The desert area is called the Big Scrub — Aborigines call it the Never-Never Land." Well, they never-never do! Both of those terms are as dead as the dodo and in any case were never used by Aborigines.

In this Never-Never Land there seems to be Nothing Nothing as far as the eye can see. That's terribly patronising. The Aborigines know their landscape — a rock, a tree, a little hilly bit means something to them — could well have spiritual significance for them, as their religion is totally involved with their environment.

The land is flat. Not necessarily. Ernabella, a fairly big Aboriginal settlement, is very hilly. Ayers Rock and Mount Olga are or were originally Aboriginal areas in Central Australia, though tourism has overtaken them.

It is so dry that shrubs and trees are very small, they grow only a foot or two high. Only in some areas — has the author never heard of mulga trees? How could Aborigines make spears and woomeras if there were no tall trees and long branches?

The Aborigines know the desert very well. That *should* be:— desert Aborigines know the desert very well.

This book treats the Aborigines as one homogeneous mass, and there are many tribes, many cultures within a culture in Aboriginal Australia.

One shouldn't say: *this is the Aboriginal point of view.* One can say: *this is AN Aboriginal point of view.* They are as individual as any other groups of peoples. They are modern *"homo sapiens"* — I think I've made that point before.

Today some of the Aborigines still hunt for their food. That's debatable. Civilisation, so-called, has penetrated even into the remoter areas. Aboriginal people now rarely crush lily pod seeds to make meal. The get flour for their dampers (a type of bread cooked in hot ashes) from the outstations, and although they do hunt, it's probably from a utility with a rifle, and for interest rather than need.

They find it hard to change the way they live. Why should they be the ones to change? How would we react if we were expected to change our way of life? It is true that they *have* changed; since colonization they have become a dependent people, robbed of initiative. The advent of the missions and the government reserves — and of course our rape of the land — have destroyed the hunting and the food gathering and that is what has emasculated many of them — has made them just wait for handouts. We've conditioned them to handouts and the Social Services cheques further condition them.

One part in the book, as I told the publisher when I wrote about it, is excellent. That is the section dealing with kinship — the extended family. It helps the non-Aboriginal reader understand the concept of sharing, for the Aborigine is always ready to share his possessions with his needier friends and relations.

Next comes a chapter about "*Walkabout*," a term that has become offensive to Aborigines because of its consistent mis-interpretation and misuse. This chapter is no exception; it gives no explanation of the ecological significance of the Aborigines' nomadic life. We, the invaders, have done more harm to the environment in two hundred years than the Aborigines in thirty thousand. They did not cause erosion by poor farming methods or "*work out*" any one area. We have denuded many square miles and polluted rivers, sea and air.

There's a lot more I could say about this particular book. I have written to the publishers, pointing out the execellence of its format, its photography, its language — everything except the textual content; I hope that there'll be a favourable reply. Many publishers are, I'm glad to say, co-operating with us, and we of course recommend the good books to our teachers who are very anxious to have authentic material to work with.

One book in a Jacaranda Press Series (Jacaranda is an Australian publishing firm specializing in educational books) had a story about the Australian explorer, Eyre. Aborigines were mentioned only incidentally — the real theme was the importance of water for human survival. The story tells of Eyres journey, during which two Aborigines ran away from the expedition; one only remaining to help Eyre reach his destination. The facts given are quite correct but the implications are not. The whole impression is of the brave white man deserted by treacherous Aboriginals struggling across hostile country in a feat of heroic endurance, at last finding a friendly Aborigine who helped him find water. The insertion of one paragraph at the beginning of the story would change the whole racial emphasis and give a reasonable explanation of the facts which follow. From memory, our suggested paragraph went something like: *Eyre thought that all Aborigines would know about deserts, so he asked three of them to go with him and the other four white men. But two of them were very young boys who were not from desert country and who were unhappy about going into lands belonging to other tribes.. The third, Wiley, came from the place which Eyre was trying to reach.* So we sent the suggestion to Jacaranda and I'm delighted to say that that book, which reaches 90% of primary school children all over Australia, is being reprinted with our amendment.

Other publishers too are co-operating, sending us books in manuscript for our comments. I was able to see several Methuen manuscripts prior to publication when I was having a look at indigenous and other ethnic education in New Zealand in February this year. By the way, in spite of

Mr. Muldoon's recent public statement about Australia's treatment of its Aborigines, which I have read in the English press since my arrival, I must say that from what I could see New Zealand does not treat its Maoris very much better today, whatever might have happened in the two countries in the past. Maoris are over 7% of the population of New Zealand and are scattered throughout the whole of the two tiny islands, not found mainly in isolated pockets in an enormous continent. There are however noticeable ghettos of Maori people in Auckland and other cities.

In one respect, educationally speaking, New Zealand *is* ahead. Maori Studies is an integral and compulsory part of all teacher training courses. In Australia, so far, Aboriginal Studies is an elective. But I am confident that the day will come when every Australian teacher and every Australian child will, from year 1 to year 12, have Aboriginal Studies as an essential part of the curriculum. Indeed the day must come. Our indigenous people should be able to feel that respect for their heritage and culture, acknowledgement of past misunderstandings, appreciation of Aboriginal values and customs, are embodied in all school programs if these original Australian are to take their rightful place as citizens in our multi-racial society.

Finally, you are wondering why the Aboriginal Library at Port Augusta was mentioned in your conference handout relating to this session. This is not really an offshoot of our Project but an enterprise of the Department of Further Education, Port Augusta, originated by Mr. Paul Keath. I was involved only peripherally as, at the time that the L.A.A. asked me to give this paper, I was acting as a consultant in its setting up.

As you can readily understand, Aboriginal people are not, on the whole, library users. Indeed when I asked Mrs. Ruby Hammond, an Aboriginal member of the Community Centre in Adelaide and most active in all its affairs, to speak at a Library Promotion luncheon on "Aborigines and Libraries" she was most forthright about the complete irrelevance of one to the other.

Port Augusta is a "railway town" with a fairly large Aboriginal population — which is nevertheless only a fairly small percentage of the towns total population. It has an excellent public library, practically never used by Aboriginal people and a Regional College of Further Education with a big resource centre, also rarely used by Aborigines. However the Clubs run by the Aborigines themselves; particularly the Aboriginal Social Club in the centre of town are very much used and wholly staffed by Aboriginal people.

Early this year the Department of Further Education offered to set up, within the Social Clubs premises, a resource centre for both recreation and research as an annexe of its own resource centre. After discussion with and deliberation by members of the Committee which runs the Centre, this offer was accepted. I went to Port Augusta to discuss the planning and fitting out of the area set aside (this involved some structural work) and then accompanied members of the Committee when they came to Adelaide to select furnishings, shelving, carpets, curtains etc. I was also of course involved in book selection. Much of the resource material — books, films, cassettes and so on, is on semi-permanent loan from the D.F.E. and the Public Library. A side effect will be we hope that Aboriginal people may come to use these libraries also and accept them as normal facilities for *all* citizens, not excluding themselves.

The government accepts the policy of self determination for Aboriginal people. The whole point about the library in the Social Centre is that Aborigines themselves have selected all the furniture and fittings, decided on the colour schemes, worked out the arrangement of shelving, charging desk, working carrels, suggested resource and recreational material that they would like to use and an Aboriginal person is now being trained to man the charging desk and do other administrative work concerned with running the library. It is hoped eventually to have a fully trained Aboriginal librarian. This is a step in the right direction.

Towards a History of the National Library of Australia 1901-1935

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There are two broad ways of looking at the first thirty-five years of our National Library. The first, which I have called the Whig or the official interpretation, sees the early history of the library as the story of planned, almost inevitable progression from 1901, when the government decided to select the Library of Congress as a model for the fledgling national library, to 1935 when it formally and explicitly acknowledged the library's national role, by providing a separate vote on the Estimates of the Prime Minister's Department to cater for its "extra-parliamentary" (i.e. National) activities.[1] This interpretation sees most of the events of the library's first thirty-five years as landmarks on a journey with a firm destination, regards all setbacks as more or less temporary, and relies heavily on official policy statements. One of the best, although by no means the earliest exposés of this overview can be found in the book *Across the Years: The Lure of Early Australian Books*, published in 1948:

> When the first Federal Parliament met in 1901 it was faced with the problem of setting up a library not only to meet its own needs but also the needs of the new national capital to which it expected to move at an early date. With surprising foresight the Library Committee, under the chairmanship of the Speaker, Sir Frederick Holder, sought the advice of leading librarians throughout the world and fortunately for Australia, the Commonwealth Government selected the Library of Congress as the model on which it would build Australia's national library. To this end it at once commenced the buying of all Australiana available both here and overseas, and in 1912, when the need for unifying the Copyright Acts of the various States came up, provision was made under the Commonwealth Copyright Act that one copy of every book published in Australia be deposited in the National Library.[2]

A second example can be found in the publication *National Libraries of the World: Their History, Administration and Public Services* which appeared in 1957. Although the relevant passage does not differ greatly from the one above, it is worth quoting in full:

> When the first Federal Parliament of Australia met in Melbourne in 1901, it was faced with the problem of establishing a library to meet not only its own needs but those of the new Federal capital, to which it expected to move before long. The Library Committee, under the chairmanship of the Speaker, Sir Frederick Holder, consulted leading librarians throughout the world, and finally selected the Library of Congress as a model. The new institution received the title Commonwealth Parliamentary Library, but in anticipation of the change to Commonwealth National Library, which was to come in 1923, it began from its inauguration in 1902 to purchase all material available both in Australia and abroad, dealing with Australia, New Zealand, and the Pacific Islands and in 1912 it received the copyright privilege, one copy of every Australian publication being deposited in the library.[3]

A third example comes from the library's own publication, *National Library of Australia*, produced to commemorate the opening of the new library building in 1968:

> This need [for national library services comparable with those provided through the great national libraries of other countries] was first perceived by the Government of Sir Edmund Barton, the first Prime Minister, and the Joint Library Committee, which he set up in the first weeks of the new Federal Parliament, under the chairmanship of Sir Frederick Holder, Speaker of the House of Representatives. The expert advice they took from within Australia and abroad led them at once to think of extra-Parliamentary services and by 1907 to conceive them as nationwide services on the model of the Library of Congress, with the Parliamentary Library as one Department. Their words are also worth recalling as a reflection of the spirit of the time:
>
> "The Library Committee is keeping before it the ideal of building up, for the time when Parliament shall be established in the Federal Capital, a great Public Library on the lines of the world-famed Library of Congress at Washington; such a library, indeed, as shall be worthy of the Australian Nation; the home of the literature, not of a State, or of a period, but of the world and of all time."[4]

So much for the Whig interpretation. The second overview, which I have somewhat irreverently labelled the stops and starts interpretation, sees the history of the library as a story of largely unplanned development marked by procrastination, misplaced priorities, and lack of vision on the part of those connected with the institution. Understandably enough few writers on the subject have paid any attention to this point of view, and I must confess that when I started work on the topic I did so as a firm believer in the Whig overview. But my views became less and less tenable as I became more and more conversant with the evidence, and today I speak to you as an unrepentant adherent of the stops and starts theory. With this in mind, let me give you two examples of procrastination. The first relates to the acquisition of the well-known Petherick collection: eight years and eight months elapsed between the time Petherick first offered his valuable collections of Australasian material to the nation, in a personal letter to the Prime Minister, Edmund Barton, and the time it was eventually acquired by the Commonwealth, in November, 1909. The second example of procrastination is connected with copyright legislation: it took close to twelve years to make the library a depository library for Australian publications. As a case of misplaced priorities I would cite the thirty-four volumes of *Historical Records of Australia*, produced between 1912 and 1926 at the cost of £36,000, when the expenditure on books and periodicals during the same period amounted to a mere £19,500. I am well aware that my judgment here may be somewhat unfair, firstly because it is always easy to be critical of other ages and their different values, and secondly because it can be said that if the money had not been spent on *Historical Records of Australia* it would not have been spent at all. But I find it difficult to ignore the fact that for fifteen years the library expended almost as much on each single volume of the records as it had earmarked for its annual book vote, and will therefore put *Historical Records of Australia* on the debit side of the historical balance sheet. The second example of misplaced priorities is the undue emphasis a large section of the members of Parliament had come to place on the "public library" function of the library and on the provision of light reading for themselves, their relatives and their friends. There is no danger here of being unfair, for the topic is extremely well documented: the minutes of the meetings of the Joint Library Committee alone bear ample witness to the preoccupation of the members with the provision of fiction and the problems arising therefrom, often to the detriment of other, more important matters. As for what I have earlier termed limited or restricted vision, I shall cite only one example, namely the inability on the part of both the library staff and the members to grasp the notion of research and all its implications. This is a sweeping assertion, but the evidence is not hard to find. For instance, United States government publications acquired by the library under an exchange agreement with the Smithsonian Institution were given a somewhat cavalier treatment — some were discarded outright, often soon after receipt, while those that were retained remained not only uncatalogued but uncrated for years on end. The blame for this shortsighted attitude lies not so much with the library staff as with the parliamentarians themselves. In 1911, when Wadsworth, much to his credit, suggested that the library should become a "bureau of international exchange" for the Commonwealth, the Joint Library Committee failed to take up the proposal, and as late 1932 the same body declined to conclude an exchange agreement with the Communist Academy of Sciences in Moscow, as "all their publications were in Russian." The prevailing attitude towards Australiana and its preservation was equally shortsighted. Not only did the library, as I have already mentioned, lack legal deposit rights until 1912, but even after that date the collection and preservation of Australiana was far from systematic, as any researcher working on the pre-1939 period only too well knows. The emphasis throughout the early years was on the collection of material connected with the discovery, settlement and early history of Australia; anything not relating to the country's origins was seen as having little or no value, and was therefore not really worth preserving. Admittedly every generation has its own notions of what is of value and hence worthy of preservation, and our recipe "today's rubbish is tomorrow's sociology" is no exception. But it is precisely for this reason that we have national libraries: it is the essence of a national repository that it recognizes this fact and acts accordingly.

So far I have talked largely in generalities. In the time that is left, I want to present some of the evidence which I have uncovered during the early stages of my research, and to examine in some detail two episodes in the library's history, namely the circumstances surrounding its establishment, and the story of the acquisition of the Cook Manuscripts in 1923. According to the official interpretation, soon after the first federal Parliament met, "with surprising foresight the Library Committee . . . sought the advice of leading librarians throughout the world and, fortunately for Australia, the Commonwealth Government selected the Library of Congress as a model . . .".[5] The facts, as far as can be discovered from the records, are as follows. Firstly, no advice was sought from overseas, either by the government or by the committee. Eleven residents of Australia, all "gentlemen who have had experience in the collection of books, whether for public or private purposes," were asked for their opinion: E. La Touche Armstrong, Principal Librarian of the Public Library of Victoria, H. C. L. Anderson, Principal Librarian of the Public Library of New South Wales, Francis Walsh, Librarian of the New South Wales Parliament, M. O'Donovan, Librarian of the Queensland Parliament, F. M. Bladen, Librarian-in-charge of the Lending Branch, Free Public Library, Sydney and editor of *Historical*

Records of New South Wales, G. B. Barton, author of *History of New South Wales from the Records,* Professor E. E. Morris of the University of Melbourne, Mr. Justice Inglis Clark of Hobart, Alfred Lee of Bondi, the book collector D. S. Mitchell, and J. S. Smith of Melbourne. The last two failed to reply, and of those who did only Anderson can be regarded as a real expert. In a seven page reply, Anderson argued that the proposed institution should be more than a parliamentary library and that it should be modelled on the "Congressional Library at Washington, which is truly the National Library of America, as well as being the library of Congress." Unfortunately, his main immediate recommendation, that of the appointment of a first-class librarian, "not only a scholarly man" but also "pre-eminently a man of affairs," fell on deaf ears. No applications for the position were called, and instead the newly appointed Librarian of the Victorian Parliament, Arthur Wadsworth, was "temporarily" seconded to act as Commonwealth Parliamentary Librarian. Secondly, the eleven gentlemen in question were at no stage approached by the Joint Library Committee which, in fact, played a distinctly negative role in the events that led to the library's establishment. Several weeks before the first Parliament met, in May, 1901, Edmund Barton, the first Prime Minister, approached all of them and asked for their opinions as to the role and functions of the proposed library. Their replies were to form the basis for a more formal deliberation by a "Board of Experts" which Barton hoped to convene before Parliament adjourned. Yet when, early in July, he informed the Joint Committee that he was about to appoint such a board, the committee saw this as an intrusion into matters which they felt belonged "to them and them alone," and refused to co-operate. The Prime Minister, for his part, was determined that "an undertaking which involves the expenditure of a very large sum of money must remain under ministerial control," and in the resulting conflict the library was all but forgotten. The last shot was fired by the committee on 31 July when it resolved that "the creation of a Federal Public Library is within the function of this Committee . . . which is subject to Parliament and Parliament alone," whereupon it (and Parliament) adjourned until February, 1902. Whatever else can be said about this exchange of views, the committee's attitude can hardly be described as a case of "surprising foresight." It was obviously determined to go it alone — but going alone, as it turned out, meant little more than making highflown pronouncements about the library's role, such as the well-known 1907 statement about the library as "the home of the literature, not of a State, or of a period, but of the world, and of all time.' By the same token, it would be a mistake to belittle the influence the Library of Congress on these early deliberations. The founding fathers of the Comonwealth of Australia, said Sir Owen Dixon, were highly prejudiced in favour of things American: "They found the American instrument of government an incomparable model. They could not escape from its fascination."[6]

The second episode which I propose to examine in some detail are the circumstances surrounding the acquisition of the Cook Manuscripts in 1923, an event which "did more than anything else to establish the national character of the library and incidentally gave it the title also."[7] Now that is a well-known fact with which no one would want to quarrel; what is not well-known is that the acquisition of the manuscripts was due largely if not entirely to chance. In order to explain myself I must start at the end, with the date the documents were bought at a London auction, namely 21 March. The chance event which, in retrospect, assumes a central place in the story was the removal of W. M. Hughes, early in February, from the leadership of the Nationalist Party, and his replacement by S. M. Bruce as leader and consequently Prime Minister, and the subsequent replacement of W. Elliot Johnson by Hughes' Treasurer, W. A. Watt, as Speaker of the House and Chairman of the Joint Library Committee. It is my contention that without a change of government the manuscripts would almost certainly have gone to the Mitchell Library whose Trustees were so eager to acquire them that they sent W. H. Ifould, Principal Librarian of the Public Library of New South Wales, to attend the auction in person (he had left Australia before Hughes' fall). My reasons for making this assertion centre around the personality of the new Prime Minster and the style of his rule. Bruce was one of the ablest (and the most unappreciated) leaders this country has ever had: he was intelligent, capable and, unlike Hughes, open to advice and suggestions. Although the decision to bid for the manuscripts was made by Cabinet, the idea was not Bruce's own but was put to him by the new Chairman of the Joint Library Committee, Watt. What motivated Watt I have not been able to discover. Perhaps he was convinced that there was political advantage to be gained from the move, or he may have genuinely believed in the course of action he was advocating; circumstantial evidence suggests that he was persuaded to act as he did by others whose names, for all we know, we may never discover. What is quite certain is that both Wadsworth, the Librarian, and his deputy Binns were unequivocally against competing with the Mitchell Library. On 20 February, while Elliot Johnson still occupied the Speaker's chair, Binns advised him that it was "highly dangerous to allow this library to become involved at this stage," and as late as 1 March, with the full concurrence of his superior, he told the new Treasurer, Earle Page, that it was "most desirable that there should be no Australian rivalry which would simply force up the price." The exact sequence of events between that date and 21 March remains to be reconstructed. But we know that in the late hours of 7 March Watt saw Bruce and his Treasurer about the manuscripts and that after animated discussion the Prime Minister agreed they were of such importance to the nation that they ought to be in the national library. The rest is history. The Trustees of the Mitchell Library were eventually persuaded to withdraw from the race, Ifould duly appeared at the auction — ostensibly as a bidder for the Mitchell Library — and secured the documents for the Commonwealth, and within three months the word "parliamentary" was replaced by "national" in the library's official name. The purchase of the Cook manuscripts was indeed an event "which did more than anything else to establish the national character of the library," but it was an event which almost did not happen: had the fall of Hughes been delayed for even five weeks, the manuscripts would have gone to the Mitchell Library, and the subsequent history of the national library might well not have been the same.

Lest these two episodes have conveyed a somewhat distorted picture, let me remark, by way of redressing the balance, that throughout its early years the library was forced to operate under great difficulties — some due to accidents of history, others to more fundamental causes. Firstly, the resources at its disposal were strictly limited: excluding "cleaners, attendants and messengers," the library staff did not at any stage number more than eleven, and its annual budget (excluding expenditure on *Historical Records of Australia*) averaged about £5,000, reaching the highest level in 1927-8 when it was £10,519. Secondly, the library remained in Melbourne for much longer than anyone could have foreseen in 1901. Not only did it share, for twenty-six years, the cramped library quarters of Parliament House with the Victorian Parliamentary Library, but the very existence of that library (not to mention the much larger Public Library of Victoria, only a few blocks away) had an inhibiting effect on the library's collection building and, if I may borrow a latter-day term, its information services. Thirdly, there is the unfortunate fact that the move to Canberra was followed so soon by depression and stagnation. The last few years in Melbourne were years of optimism and anticipation which, unforutnately, proved to be unfounded. Even before the depression struck the library lost the accomomdation which it had been allocated in the West Block building — a loss that was to be made good in two years but which was not remedied until 1935 when the library acquired its own modest building in Kings Avenue. The depression itself was a period of unmitigated gloom which reached its lowest ebb late in 1931 when some 17,000 volumes had to be removed to the bedrooms of the unoccupied government hostel, Hotel Acton (ironically, it was the depression which in a sense saved the library by creating a need for more specialized information on the part of not only members of Parliament but also the bureaucracy). The last, but by no means the least cause of the library's difficulties was the crippling cultural climate prevailing in Australia. It is not an exaggeration to say that during the period under review Australia was a cultural desert: although it had achieved political independence in 1901, it did not celebrate its cultural "coming of age," to borrow a phrase coined by R. M. Crawford in his *An Australian Perspective*, until the second half of the 1930s. Describing the preceding decades, Crawford speaks of the "mediocrity of colonial culture," and of the "poverty of the things of the mind" and the "thinness in the life of the spirit" that went with it; elsewhere, while discussing the quality of our elected leaders, he asserts that "certain adventures of the mind' were "beyond the range of their understanding."[9] It is here, I submit, that we can find the real, ultimate explanation for the haphazard and disorganized way in which our national library grew (if that is the right word) until it, too, "came of age" with the rest of Australia sometime between the end of depression and the start of second world war. And it is this: that in the cultural wildnerness that was Australia the notion of a true national library was simply beyond the range of understanding of all but a handful of Australians. Which is not the most flattering of conclusions, all the more so as it comes from someone born and partly bred overseas — but then, the task of the historian is not to flatter but to tell what really happened.

FOOTNOTES

1. This paper should be read in conjunction with the Chronology, which can be found in Appendix I and which was distributed to the conference audience before the session. The method of referring from the text to the Chronology is simple: for example, some of the background information regarding the statement contained in the sentence to which this footnote refers can be found in the last entry, under "1935, November."
2. Binns, K. "The Commonwealth National Library," in C. L. Barrett, ed. *Across the Years: The Lure of Early Australian Books*, Seward, 1948, p. 9.
3. Esdaile, A. and Hill, F. J. *National Libraries of the World: Their History, Administration and Public Services*, The Library Association, 1957, p. 377.
4. Burmester, C. A. and Fanning, P. *National Library of Australia*, The Library, 1968, p. 8.
5. Binns. "The Commonwealth National Library," p. 9.
6. Quoted in Z. Cowen *Federal Jurisdiction in Australia*, Oxford University Press, 1959, V.
7. Binns, K "National Libraries: V. The Commonwealth of Australia," *Canadian Library Association Bulletin*, October, 1946, p. 134.

8. Crawford, R. M. *An Australian Perspective*, University of Wisconsin Press, 1960. Quotations are from chapter two entitled "The Birth of a Culture" and from chapter three called "Coming of Age."

APPENDIX I
CHRONOLOGY

1901

March

The Australian book collector E. A. Petherick, then resident in London, wrote to the Prime Minister, Edmund Barton, and offered his collection to the Commonwealth, suggesting that it "might form the nucleus of a State Library at some future time." In reply he was thanked for his offer and told that the formation of a Federal Library was under consideration.

April

The government decided to convene a "conference of librarians and certain other gentlemen to furnish a scheme for the foundation of a Federal Public Library." This was strongly opposed by the Joint Library Committee, constituted soon after Parliament met (in May) and the scheme came to nothing.

May

Commonwealth Parliament met for the first time in Melbourne.

June

The House of Representatives and the Senate chose their first library committees, on 5 and 6 June respectively. These always sat together, as the Joint Parliamentary Committee, and exercised complete control over the library, although under the Public Service Act the direction of library staff was in the hands of the Speaker of the House and the President of the Senate.

July

Arthur Wadsworth seconded by the Victorian government to act as Librarian of the Commonwealth Parliament. He joined the Victorian Parliamentary Library in 1881, was promoted to Librarian on 1 July, 1901, and was appointed on 5 July to act temporarily "in his present office for and on behalf of the Commonwealth Government." This arrangement lasted until Wadsworth's retirement in 1927.

December

Agreement signed between the Governor-General of the Commonwealth and the Lieutenant-Governor of Victoria arranging for the use of the Victorian Parliament House by the Commonwealth Parliament. Section 9 of the agreement provided for the existing library to be managed by the Library Committee of the Commonwealth Parliament for the use of that Parliament, and by the Library Committee of the State Parliament for the use of the Victorian members. The officers of the library were to remain members of the Victorian Public Service but were to be paid by the Commonwealth.

1902

Library purchased its first books, mainly constitutional manuals, law reports, statutes, directories, almanacs, etc.

1904

July

Formation of a department within the library "for plates and prints relative to Australia" discusesd by the Joint Library Committee but no action taken.

1905

December

Copyright Act (25 of 1905) assented to making registration of copyright a necessary preliminary to any action for infringement. The legislation failed to make the library a depository library, but applications for registration of literary copyright had to be accompanied by two copies of the work with respect to which registration was being sought — one copy to be retained by the Registrar of Copyrights, and one to be passed on to the Librarian of the Parliament.

1906

May

A subject catalogue of books in the library completed and later published. "The system of classification adopted," says the Preface, "is that known as the Decimal Classification . . . which, notwithstanding some disadvantages appeared to be the most suitable, especially as it could be applied to the Library from its commencement." The catalogue included books and maps only, omitting pamphlets and pictures.

1907

May

While in London for the 1907 Imperial Conference, Deakin accepted Petherick's offer "to present his library to the Commonwealth," subject to an inventory being made out and a deed of gift effected. In return, Petherick was to be employed at the Australian High Commission in London at a salary of £320 p.a. "on such duties as may from time to time be assigned to him." Subsequently Petherick raised difficulties with regard to the taking of an inventory and also expressed dissatisfaction with the proposed salary. In May, 1908, Deakin ruled that an inventory need not be insisted upon but Petherick failed to pursue the matter any further.

October

The Joint Library Committee, in its report to Parliament dated 10 October reiterated its adherence to the ideal of building up "for the time when Parliament shall be established in the Federal Capital, a great Public Library on the lines of the world-famed Library of Congress at Washington; such a library, indeed, as shall be worthy of the Australian Nation; the home of the literature, not of a State, or of a period, but of the world, and of all times; a centre to which may gravitate as years pass, manuscripts and other documents and records of all kinds whatever, relating to the discovery, colonizations, history and development of Australia and adjacent regions; a shrine wherein all literary treasures may be suitably preserved, to which public funds and private benefactors may all contribute."

1909

May

The Joint Library Committee recommended the purchase by the Commonwealth of the Petherick Library (shipped to Melbourne by Petherick, at his own expense, early in 1909), "in consideration of an annuity of £500 a year, Mr. Petherick to render during the currency of the annuity such services in the Commonwealth Library as the Committee may from time to time prescribe."

September

Formation of a museum under the control of the Joint Library Committee proposed by W. G. Spence. The committee made no decision but instructed the librarian that he "may" accept appropriate donations.

November

Formal agreement between Petherick and the Commonwealth Government embodying the substance of the Joint Library Committee recommendation of May, 1909, signed on 4 November.

1910

June

Joint Library Committee gave favourable consideration to a suggestion emanating from the Department of External Affairs that the publication of *Historical Records of New South Wales*, discontinued in 1901, should be resumed.

1911

May

Kenneth Binns, since 1900 Assistant and later Junior Assistant Librarian in the Fisher Library, appointed as cataloguer and de facto second-in-charge of the library. Promoted to Assistant Librarian in January, 1918.

October

Wadsworth proposed to make the library the "Bureau of International Exchange for the Commonwealth, as the Library of Congress is for the United States and the Melbourne Public Library for the State of Victoria." No action taken. Petherick Collection Act (4 of 1911) passed transferring the collection to the Commonwealth to form a portion of an "Historical Museum of Australasia and Polynesia." In return, Petherick was guaranteed the payment of a yearly sum of £500 during his life-time.

1912

January

New edition of printed catalogue completed. Unlike the 1906 catalogue, it included pamphlets and pictures, but not the Petherick collection which was not brought under bibliographic control until the early 1920s.

August

Dr. J. F. Watson, surgeon and amateur historian, appointed by the Joint Library Committee to edit what eventually became the *Historical Records of Australia*. The Joint Library Committee resolved that a "monthly circular . . . giving details of all books sent to the Commonwealth Library" be published. Known subsequently as the *Monthly List of Accessions* (although published bi-monthly most of the time), the list was a rudimentary national bibliography, especially after 1918 when it began to distinguish between items acquired by purchase, gift and under copyright legislation.

November

Copyright Act (20 of 1912) assented to. The library acquired full legal deposit rights, since the deposit of literary works was made compulsory irrespective of whether or not the owner of the copyright had applied its registration. A list of applications for such registrations between 1914 and end of 1930 can be found in the *Commonwealth of Australia Gazette;* after that date the list was printed in the *Official Journal of Patents, Trade Marks and Designs.*

1914

January

The Macquarie Manuscripts, consisting mainly of diaries kept by Governor Macquarie during his tours of inspection betwen 1810 and 1815, bought in London by the Mitchell Library for £1,800. The Joint Library Committee made a half-hearted attempt to secure them for the Commonwealth but virtually pre-empted the outcome by instructing the High Commissioner's office not to bid or offer more than £1,200 for the documents.

July

First volume of *Historical Records of Australia* published.

1915

First edition of *Biographical Handbook and the Record of Elections for the Parliament of the Commonwealth* published.

1917

August

Publication of *Historical Records of Australia* suspended due to Dr. Watson's enlistment in the A.I.F.

September

The death of Petherick on 17 September. In his will Petherick bequeathed to the Commonwealth his general collection of books (some 5,000 titles), his library furniture, and his collection of medals, coins and water-colours, and gave the Commonwealth the option to purchase his unfinished Bibliography of Australasia and Polynesia for £1,500. The library eventually bought it for £89.

1919

July

A separate Australian Section created in the library, consisting of the yet to be catalogued Petherick collection and the library's holdings of Australasian literature, and placed in charge of Kenneth Binns.

Work on the *Historical Records of Australia* resumed.

August

Agreement reached between the library and the Australian War Memorial Collection (started in 1917 as the Australian War Records Section of the Defence Department) as to their respective responsibilities for the collecting of war materials. The War Memorial would collect and preserve all materials of a "museum" value (i.e. relics) and books or records necessary for the writing of histories of Australian forces or for the study of their part in the war of 1914-1918. The library was to have "everything that was ever written on war, at any rate, if it can be obtained in Australia."

1920

October

The Prime Minister, on the initiative of the Joint Library Committee, instructed all government agencies not to destroy departmental records "before an officer of the library, authorized by the Speaker, inspects them to see if they have sufficient historical value to justify their preservation in the library." The move was prompted by the destruction of the war-time records of the Censor's Office.

1923

March

Captain Cook's Journal of his 1768-71 voyage on the *Endeavour*, and other Cook papers, including the log books of the *Endeavour* and the *Dolphin* purchased by the library at a London auction for £6,700. The Trustees of the Mitchell Library were initially also determined to acquire the papers and had actually sent W. H. Ifould, Principal Librarian of the Public Library of New South Wales, to attend the sale, scheduled for 21 March. Some time after Ifould's departure there occurred two developments: first, rumours that the papers might find their way to the United States prompted a Victorian M.L.A., Scott Fell, to start a campaign (backed by a personal donation of £200) to induce the Federal and State Governments to combine and purchase the documents; and second, Hughes was replaced by Bruce as leader of the Nationalist Party and Prime Minister, and W. A. Watt took the place, on 27 February, of Elliot Johnson as Speaker of the House of Representatives. A week of behind the scene moves followed, and by 7 March Watt had persuaded Bruce that the manuscripts were "of such historical interest to the nation that they should be purchased by and for the nation" — a view subsequently endorsed by Cabinet. The Mitchell Trustees eventually agreed not to bid for the documents, after the Prime Minister had given an undertaking that the papers would remain in the Mitchell Library until a suitable repository could be provided for them in the National Library at Canberra. At the sale Ifould bid on behalf of the Commonwealth Government and secured the papers without opposition.

July

Name of the library changed from Commonwealth Parliamentary Library to Commonwealth National Library.

1925

In preparation for the move to Canberra, the library ordered about 4,500 carefully selected titles "to fill important gaps" in its holdings. The collection was reclassified (until then three digit D.C. numbers were used) and "Dewey shelf numbers were put on the back of our books."

1926

July

The library surrendered, to the Foreign Affairs Section of the Prime Minister's Department, part of the space allocated to it in the West Block building then under construction.

September

The Hardy Wilson Collection of drawings of old colonial architecture bought for £3,000. It was first offered to the library in March, 1925, but the government had steadfastly refused to provide the necessary money, only changing its stand after a motion strongly recommending the purchase of the collection was passed by the House of Representatives in August, 1926.

November

Trial rail shipment of some 5,000 books and 500 volumes of newspapers arrived in Canberra in "perfect condition."

December

Joint Parliamentary Committee failed to renew Dr. Watson's contract. Publications of *Historical Records of Australia* suspended.

1927

May

Ceremonial opening of Parliament in Canberra, on 9 May.

November

A report by Professor Scott and Wood recommended the resumption of publication, in a modified form, of the *Historical Records of Australia*, and the creation of an Archives Department under the control of the Speaker of the House and the President of the Senate. The Joint Library Committee drafted "a bill relating to public archives" embodying the substance of the Scott-Wood memorandum, and asked the Prime Minister to proceed with the legislation, but the bill was not introduced into Parliament.

1928

January

Kenneth Binns succeeded Arthur Wadsworth as Librarian, on 1 January.

April

After a virtual ultimatum from the Prime Minister, the Joint Library Committee agreed to "loan" the accommodation provided for the National Section in the West Block building, on condition that it will be returned in two years.

June

Telopea Park High School students were granted library privileges. In 1930 students of the Canberra University College were given similar privileges.

1930

June

The Prime Minister informed the Joint Library Committee that the Government was not in a position to return to the library the accommodation it had surrendered in 1928. In a subsequent communication he offered the library the Prime Minister's Lodge to relieve shortage of space but the committee declined the offer.

1931

January

Library opened to the general public on Saturday mornings.

November
17,000 books moved to the "bedrooms of the unoccupied government hotel Acton."

1932
December
Prime Minister issued instructions to government departments drawing attention to the 1920 directive that no records other than those of purely routine character should be destroyed unless the Librarian of the Commonwealth had been given the opportunity to inspect them and to secure those which, in his opinion, warrant preservation in the Commonwealth National Library.

1933
August
Public Service Inspector's Report on Parliament completed. Noting the increase in the activities and the scope of the library since the transfer of Parliament to Canberra, the report called for a review of the library's position and the laying down of a definite policy of development. Specifically, it urged the consideration of the following points: a) whether the operations of the National Section should be suspended until the financial situation improved; b) whether a properly constituted National Library should be established of which the Parliamentary Section would be but one department; and c) whether a separate National Library, distinct from the Parliamentary Library, should be immedately developed. The report favoured the third alternative but warned of the "unsuitability of Canberra as a location for a National Library."

October
The 1933-4 Estimates provided the sum of £7,000 for the erection of a new library building estimated to cost some £13,000. The building was to be on a site "almost adjacent to Parliament House," within the area reserved for permanent legislative and administrative buildings.

December
Joint Library Committee decided to send the Librarian overseas to "gain wider experience which would be of value in connection with the development of the National Section of the Library."

February
Cabinet allocated a new site for the library building, on today's Kings Avenue, because of strong opposition to the previously chosen site which, it was said, "interfered with the original plan for the territory."

1935
October
Opening of the first unit of the new library building, with a capacity of between 170,000 and 200,000 volumes, designed to eventually house the National Library. Known to a generation of Canberrites as "Binns' Folly," "Mr. Binns' Birdcage" or simply as "The Mantel-Model."

November
Parliament provided a separate vote of £2,000 for the library on the Estimates of the Prime Minister's Department, for the purpose of assisting the library in building up special collections especially in the field of Australian history and literature, and in developing its national or "extra-parliamentary" functions. Replying to a question in the House of Representatives, the Minister for Defence said that the latter were:

a) to provide the fullest information on all subjects dealt with by the Government and the Commonwealth departments;
b) to collect and publish historical records relating to Australia and the Pacific;
c) to act as a depository collection of the more highly specialized books which other libraries cannot always purchase and to make those books available to scholars through inter-library loans;
d) to give bibliographical services to other Australian libraries, including the publication of select lists of books on Australian subjects;
e) to give full library services to the Canberra University College and the residents of the Federal Capital Territory.

APPENDIX II

NOTE ON NOMENCLATURE

Although the name National Library had been in intermittent use during the period under review, it was not given official sanction until 1960 when the National Library Act was passed. Before that date the library had three officially sanctioned names: Library of the Parliament of the Commonwealth (1901-14), Commonwealth Parliamentary Library (1914-23), and Commonwealth National Library (1923-60). Unofficially, especially in the early days, the library was also known as the Federal

Library, the Federal Public Library, or simply the Commonwealth Library. After the creation of an Australian section in 1919 that section was often referred to as the Australian Library or the National Section while the leglislative reference section was known as the General Library.

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Librarian — Library Technician — A Panel Discussion

INTRODUCTION

Chairman, Margaret Trask.

Courses for library technicians have now developed in each of the Australian states. Victoria was first in 1970 with the course at the Whitehouse Technical College. There are variations in the courses particularly between States and concern about the lack of portability as well as consensus on the role of the library technician in library work led to the national workshop on training for library technicians in Melbourne in 1976.

At this conference consensus was achieved on tasks performed by library technicians and the proceedings offered excellent guidelines for the development or redevelopment of courses. The Board of Education of the Library Association of Australia has accepted the guidelines from this workshop and is presenting to the General Council meeting at this Conference a draft statement on recognition of library technician courses. Within this statement the Board endorses the recommendations made at the workshop that such courses should be developed within Technical and Further Education institutions.

In the panel discussion this morning we have four commentators. Mr. John Simkin, City Librarian, Moorabbin Library, Victoria who will give an employer's viewpoint. Ms. Pam Naylor, Lecturer in Library Studies, Whitehouse Technical College, Victoria will speak from the viewpoint of library technician education. They will be followed by Joe Hallein, a lecturer in library science from Kuring-gai College of Advanced Education, New South Wales giving an overseas viewpoint and finally Jane Moore, library technician of Moorabbin Library giving a viewpoint of the library technicians themselves.

The Employment of Librarians and Library Technicians:

issues, problems, possibilities

JOHN E. SIMKIN

As an employer of people to work in libraries I have an idea of the situation as it should be. I go about my job as if this situation exists and, although my view is not shared by many others, my taking this stand creates this situation for me. Of course there are some practical problems but in local government in Victoria as I know it, there are relatively few constraints on the flexibility needed to create a staff situation approaching the ideal. Indeed the supposed weaknesses of local government can be used to this end, e.g. the simple administration of local government allows us to create patterns which really apply to the goals of library service rather than forcing us to use patterns which are the result of tradition, formed in another era or copied from other fields, and stardardized to satisfy the limited understanding of senior bureaucrats.

The position which I assume, as it applies to library staff is as follows: The steps in creating a "staff structure" and employing staff for any particular field are:

(i) identifying the goals of the enterprise (both internal goals and those which it shares with others in the same field)
(ii) identifying what qualities of personality, experience and training will best combine to carry out these goals
(iii) recruiting people with actual or potential qualities on this line
(iv) organizing educational experiences to reinforce the actual, and develop the potential, qualities
(v) employing the people who have been through the educational experiences successfully, to use the qualities to carry out the goals.

If the field is narrow the progression is simple, with a single goal and a single category of worker, e.g. in chiropody the goal is to ensure healthy feet by the use of corrective maintenance; the qualities required to carry out this goal are manual dexterity, interest in physical welfare, interest in anatomy, ability to learn about anatomy, physiology, footwear and the skills of foot care. All these qualities can reasonably be expected in one category of workers — the chiropodist.

If the situation is complex, the line has many branches since all knowledge about the field cannot reside in any one person or category of persons.

The goals of the library field can be summed up simply as the effective preservation and communication of knowledge in all it forms. The qualities needed to carry out these goals are too numerous to list here. They are rarely, if ever, found in any one person or category of persons. In subdividing the field we are currently working with a dual classification — librarians/library technicians — and overlooking the possibility of a better classification into a larger number of categories. However this dual classification represents our present limited thinking about the preparation of library workers through two streams.

To make the dual classification work the two categories should be identified clearly:

(i) Librarians
    (a) recruited from those who *already* exhibit some awareness of the goals of libraries
    (b) educated to confirm and develop this awareness
    (c) trained in practices needed to give effect to the goals.
(ii) Library technicians
    (a) recruited from those who *already* exhibit some ability in practices which can be used to give effect to the goals of libraries
    (b) trained to confirm and develop these abilities
    (c) educated to an awareness of the goals of libraries.

The ultimate difference in the categories is in the order of their creation. Librarians work from principles to practice, library technicians from practice to principles.

Library administrators usually assume, among other things, that training is limited in time and that education is relatively longer since it is concerned with the continual reassessment and application of principles; that the programme for librarians can conclude after a certain amount of education and a small amount of training and the programme for library technicians should conclude after a certain amount of training and an amount of education deliberately limited to prevent them from getting discontented with a role which is assumed to be secondary; that since the first category of library workers enters with an awareness of principles, they will continue to have a greater capacity for education, and that since, the second category of library workers enters with demonstrable practical skills and will not, indeed need not, develop more than a minimal awareness of principles.

And so administrators expect it to take longer to prepare librarians than library technicians and to encourage higher expectations in librarians than in library technicians, and so on.

I do not follow these assumptions but I do assume that a person's value in the library field lies in his or her effective identification with the goals of libraries whether the field of work calls on manual or mental skills to be used. There is no reason to assume that the librarian who begins wth an awareness of principles and moves towards practice is any more likely to have a greater awareness of the goals of libraries than the library technician who begins with practices and moves towards principles, especially if each category of library worker is given the opportunity to continue development. It seems that library technician courses are treated as terminal courses so as to discourage technicians from progressing towards a greater identification with the goals of libraries since those who come through this stream from sound practice to broad understanding of principles pose a serious threat to librarians who have come the other way and who frequently have a very tenuous grasp of practice.

Of course some library technicians carry on despite this discouragement under their own steam. Indeed in my own library where the general level of understanding of library goals is good, if I was to select the four members of staff with the strongest identification with library goals, I would include two technicians.

In general then, the assumptions on which most courses, qualifications, staff structures and salary awards, are based are at variance with my assumptions in recruiting staff to work in my library. However, working in local government, I have some remedies and the result is not too bad.

Regarding courses and qualifications I am not forced to classify or grade positions by type of course or stage reached in that course. For all general recruitment the invitation to apply is addressed to those who have experience and/or part or full qualification as a librarian or library technician. The real selection involves assessment of personal qualities far beyond all other considerations.

Municipal libraries, especially single-municipality libraries, can have great freedom in creating "staff structures" — a rather too formal phrase — and in adjusting the pattern to changing needs and, indeed, to arrange positions in accordance with the distribution of talents available at any time. Furthermore, it is possible, especially in the smaller libraries, to avoid hierarchical structure with its problems and to create "team" structures. Municipal library experience seems to indicate an ideal team of about 25 with a maximum of around 40. (This could be the basis of a discussion of he optimum size for a municipal library but this is outside the scope of this paper). However the team structure allows for employment of library workers of varying experiences and types of qualifications together.

As to salaries in municipal libraries, scales for different qualifications overlap to a considerable extent which helps to allow the gradings of librarians and library technicians to represent the scope and responsibilities of the individual positions, regardless of qualifications.

I have emphasised my experience of municipal libraries as an employer, because they provide the best possibilities at the present time, for the effective use of the categories of library workers together.

For the future, change is needed in

(i) developing library technician courses so that those who wish can continue without impediment, until their study has completed the progression from practice to principles, matching in scope the librarians' progression from principles to practice. (Incidently the librarian courses almost certainly need to be extended in the opposite direction to strengthen the practical part of their knowledge)
(ii) training library administrators to employ library workers on the basis of talent rather than by label
(iii) revision of library salary awards to allow a greater range of possible classifications and gradings, e.g. for recognition of supervising library technicians as senior members of the team with responsibilities comparable with, say, technical services or user services librarian.

Finally, there is an unrecognised third category of library worker which I call "master-librarians" for want of a better and non-sexist name, whose identification with the goals of libraries has reached the degree where they are the creators of libraries, the originators of new ideas in the field. These people are precious; there are few of them and quite a number of imposters. They may come either from the ranks of librarians or of library technicians. We had better see to it that their movement from either group to the creative area is assured.

The Education of Library Technicians

PAM NAYLOR

My brief today is to speak about the issues, problems and possibilities relating to the education of technicians and the overlap with professional education. I intend to mention only those elements of a para-professional course which distinguish it from a professional one. I'd like to make it clear that much of what I say is based on the Victorian and Tasmanian courses as they most closely approximate the Guidelines for the Education of Library Technicians.

I have heard remarks to the effect that technicians are taught too much and there is not much left to teach a professional. This surely isn't true. First, consider the library-related subjects in a para-professional and a professional course — i.e. those subjects which are usually compulsory. There is of necessity some overlap. A technician works under the direction of a professional librarian. It is generally considered necessary that in order to supervise an operation, task or routine, the supervisor must have some knowledge of the procedures involved. Therefore the content of a professional course would include that of a para-professional course. But there the similarity ends the approaches to and emphasis of the two types of courses are quite different. A para-profesional course is practically orientated. Technicians are taught the operational details. They are taught how a thing is done, rather than why it is done. They are of course taught the various ways of doing particular tasks, but they are not expected to appreciate or even understand the principles behind these.

I do not mean to imply that the distinction between the "how" and the and the "why" is always clear. It is necessary at times to explain "why" to a technican and indeed many demand to know. It is often necessary to explain "how" to a professional. However a para-professional, by virtue of the task to be performed, needs the technical knowledge sustaining that task much more than does the professional. To that extent questions of "why" are of less significance to the role of the para-professional.

What then of the rest of the course? Technicians are regarded as educated, rather than merely trained and the para-professional courses usually include some subjects of general education. In Victoria and Tasmania some of these are compulsory. The recent National Workshop on Guidelines for the Education of Library Technicians came to an agreement on the nature of the essential non-library subjects which should be included in a para-professional course. These subjects are taught in Victoria, at middle level standard, which is a level distinct from tertiary level. The para-professional courses in Victoria and Tasmania contain an additional group of elective subjects called "Related library practices." These include such skills as Audio-Visual techniques, machine-operating etc. Another outcome from the National Workshop was the general consensus that some of these electives should be made compulsory. For the Victorian courses the implementation of these requirements will mean that approximately 80% of the course content will be compulsory.

The type of approach, then, to any subject in a para-professional course is different to that in a professional course. A para-professional student is not concerned with theories, principles etc. but with acquiring certain skills. While the question of assessment is often a contentious area, this is less so in a para-professional course. The students have to acquire certain skills and these can be objectively measured. Assessment is usually continuous.

Another difference between the two types of education is in the area of selection of students. Prospective entrants to a first professional course must have reached a specified educational level, i.e. Higher School Certificate or equivalent. Whilst the para-professional courses do also have an entry level requirement, there is no rigid insistence placed on this. Any person considered capable of successfully undertaking the course is admitted. As many of our students are "mature age" students, a rigid adherence to a particular entry level would mean their exclusion and our loss. What the National Workshop was concerned to do was place little emphasis on entry level requirements but ensure that persons completing para-professional courses within Australia would be comparable in the skills acquired and the standards reached.

Selection of students in Victoria is not the sole prerogative of the institutions offering para-professional library courses. Admission to a para-professional library course in Victoria is dependent upon the student being in paid library employment at the commencement of the course. This puts some of the responsibility for selection on to employers. No one who is in paid employment in a library which is controlled by a professional librarian is refused admission to courses in Victoria.

Concurrent work experience is regarded as a vital and necessary part of the Victorian and Tasmanian courses. The consensus of opinion at the National Workshop was that this experience was absolutely desirable. In Victoria not only do we insist on this concurrent work experience, but we also prescribe the amount necessary before a student can proceed to stage 2 subjects, and before the Certificate is awarded. There are of course two things we cannot do and that is first, control the quality of this work experience and second, ensure that the experience relates to the areas being studied.

There are two further aspects to this insistence on paid employment during the course. The first is that it is a rough guide to the employment market for technicians. We insist in Victoria on paid rather than voluntary employment. We believe this keeps us in touch with the job market and we are concerned not to produce an over-supply of trained technicians. I would also like to make it clear that in Victoria the courses are planned and altered in response to the needs of the employers, rather than on the initiative of educators.

The second aspect is that when concurrent work experience is an integral part of a course it is mandatory that this course be a part-time one. This is quite contrary to the current trend for a first professional course which is usually undertaken on a full-time basis. As para-professional courses are vocationally oriented I feel a part-time course with concurrent work experience ensures a better product. I must add that in most para-professional courses there is no maximum time limit for completion.

These then are the elements peculiar to a para-professional course. Are there problems associated with these courses? There are a number of areas in which problems might arise. The first one is that the course is a terminal one. Students are aware of this when they commence a course. However later on many of them express a desire to further their qualifications. In the past there were available the Registration Certificate examinations conducted by the Library Association of Australia. Now there is really nowhere for them to go. A very small few may gain admission as mature age students to a tertiary institution to begin a first professional qualification. But the trend is towards full-time education in this area and these mature age students have very frequently acquired responsibilities which will prevent them from undertaking a full-time course.

The second one concerns the recognition of the technician qualification. The 1976 National Workshop on Guidelines for the Education of Library Technicians was concerned about the portability of the technician qualification throughout Australia. The resolutions of this Workshop have been published. But who is going to ensure the implementation of these resolutions? There might be a role here for the Library Association of Australia.

The third area concerns the teaching staff responsible for these courses. While in some states it is regarded as desirable that certificate level courses be placed in middle level institutions, such as technical colleges, this could lead, because of differing recruitment policies, to restrictions in the mobility of competent staff between the educational systems of different states.

A fourth area is that of continuing or further education. This is an area which is concerning professionals as well as para-professionals. We should all have access to continuing education. We do have to revise in addition to acquiring knowledge. Perhaps this problem could be considered together with the first one, and we could develop advanced level technician courses with areas of specialisation. Units of these courses could be taken separately as further or continuing education. We in Victoria feel there are distinct possibilities here.

Library Technicians in North America

JOE HALLEIN

North American libraries, like their counterparts elsewhere, have been faced with an ever-increasing proportion of their budgets going toward staffing costs. Many library administrators have been attempting to rationalize staff salary expenditures by adopting patterns of differentiated staffing in which personnel actually perform at the level of work that they are trained and paid to perform. This has lead to a great variety of titles for various levels of library staff, and these titles often do not mean the same things in different libraries. Para-professional library staff can mean anything from a student aide to a highly skilled subject specialist who does not have an accredited library degree. In North America there are generally only two groups of library staff who have been specifically educated for general library positions; professional librarians who have a Master's degree in library science and library technicians who have completed two year undergraduate programmes in library technology. Other library employees may be educated in a variety of patterns, none of which are specially designed for library work.

The Council of the American Library Association, in its policy statement of July 30th, 1971, has described a library/media technical assistant or Library technician as a person with certain specifically library related skills. They are not advanced clerks, although they may have clerical skills. The emphasis on a technician's assignment should be based on the special library technical skills and the technician should be able to move across to library skills. A technician is not trained to work in just one area such as cataloguing or acquisitions, but should be able to work in a technician's job in any part of the library. This is, of course, similar to the concept that the first professional degree for a librarian should train that person for general library work and not for a specific job.

Library technicians courses in North America are generally four semester courses over a two year period, although there is some variation in this pattern. Most of the courses are offered at community or junior colleges but some are offered at other institutions including Universities, such as Lakehead University in Thunder Bay, Ontario. The courses are usually offered at a level called "University transfer courses" which means that they are equal to lower division university undergraduate courses. A student who completes a library technicians programme and later wishes to do a University degree can usually have credited some, if not all, of his library technician programme towards a bachelor's degree. It is most common to have the General Education Component of the programme transferred, although in some instances credit is also given for the specialized technical courses.

The education programme for library technicians usually has three parts to it. The first is the General Education component and this makes up about 50% of the total programme. Students would study such things as communication skills, social sciences, humanities, languages or science in this part of the programme. The second component which makes up 25% of the programme includes the special library/media technical courses such as introduction to libraries, technical services, support operations for public services and usually some supervised field work. The remaining 25% of the programme is taken up with other specialized courses such as data processing, audio visual technology and story telling.

To make maximum use of the specialized training that library technicians receive, it is important that library administrators carefully distinguish between the types of duties performed by clericals, technicians and professionals. Studies such as Rhoda Garoogian's *The Library Technical Assistant* (Brooklyn Pratt Institute GSLS, 1975) which looked at library technicians in Northeastern United States, demonstrate the need to focus on task differentiation. North American library technicians generally perform the same type of tasks that are outlined *in Guidelines for the Education of Library Technicians*, Report of the National workship held in Melbourne, May, 1976. There has always been some overlap in the type of tasks performed by the various levels of library employees, however, in recent years this overlap has become quite pronounced between the tasks carried out by technicians and those that are performed by professionals. This is partially due to the fact that many professional librarians have been employed primarily at technical tasks. In libraries such as the library of the School of Library and Information Science at the University of Western Ontario, technicians have been employed to do tasks that were formerly done by professional librarians, thus freeing the professional staff to carry out purely professional rules. The technicians have been so successful at these former "professional" tasks that they have asked for an even more responsible role in the library, stating that many parts of their jobs could be done by even lower level employees.

Garoogian and others have noticed that there is a fear developing among North American librarians that technicians will actually take jobs away from professional librarians In Ontario a number of schools have, for budgeting reasons, replaced professional teacher-librarians with library technicians. Although this has not been seriously studied yet, there is some evidence that the school library programme in these schools are deteriorating into simple house-keeping operations. Some public libraries are now allowing library technicians to be promoted to professional positions. The Sacramento City/Council Public Library now allows non-professionals to sit for the exam for lower level professional positions and the Cleveland Public Library has a new career ladder system which enables non-professionals to combine formal training and work experience to move into the professional ranks. In St. Louis, the public library has developed a programme by which graduates of two year library technicians programmes can qualify for "middle management" positions, a move which is viewed as threatening by some professionals.

There are a number of reasons for the move in North America to enable library technicians to occupy jobs that were formally viewed as the province of professional librarians. Some of these jobs were, in fact, non-professional but many of them would be considered higher level jobs that would suit a professional. Many library technicians have demonstrated that they have the ability and training to carry out rather complex tasks, including administrative duties. The Council of Library Technical Assistants, the U.S. association of library Technicians has been urging libraries to assign more supervisory roles to library technicans. Another reason for the promotion of library technicians has been the Equal Employment Acts of the United States which states that the possession of a degree is, in itself, not a valid reason to keep someone from a job. For an institution to refuse to promote a technician to a professional position they must be able to demonstrate that a person cannot do the job without professional qualifications, and for many library jobs it has been impossible to demonstrate this. Some library administrators believe that since the public library has held itself up as a centre of self education it should not deny positions to people who have improved themselves by self education, even though they may lack certain formal qualifications. As Harold Mantelle, the Director of the Sacramento City/County library System has said "Alternate education is, after all, what the library is all about."

Library technicians have established themselves as valuable members of the library team in North America and one should view their arrival on the library scene with enthusiasm rather than with fear. The benefits that a library will gain from having specially trained support staff will far outway any problems that can be anticipated by using technicians to their fullest potential.

A Library Technician Viewpoint

JANE MOORE

Why is it that the education and employment of library technicians has become one of the most controversial issues in the library field, not only in Australia but also in other countries (as Mr. Hallein has pointed out).

On the face of it the situation seems straight-forward, but the reaction of employers and people working in many different levels has varied from appreciation to horror.

As acknowledged by the previous speakers, technicians have been viewed by some professionals as a threat. A threat to what? To status or positions? The problem seems to me to be three-fold. The librarian either:

(i) doesn't know what technicians are trained to do.
(ii) doesn't use them in the way for which they were trained,
(iii) doesn't encourage or extend their capabilities but keeps them within a defined "non-professional" field, or all of these.

These three negative factors may occur through lack of communication between educators, employers or other library workers, or by a lack of confidence in the librarian's own professionalism, or both.

This seems to point to the fact that the problem may lie within the professionals' attitude, rather than in the technicians' training or capabilities.

Part of the problem seems to be our use of the word "professional" and the assigning of this label to a variety of tasks. It seems that the problem lies in defining what are professional tasks.

Professionalism is not a qualification, but an attitude. It doesn't help "non-professionals" to be told others are better than they — often they're not.

It is true that some technicians may complete the course not knowing why a task is done in a particular way, in the same way that a professional may complete not knowing "how." However I don't agree that this should be the case. Surely people are capable of performing a task more satisfactorily if they understand why. Certainly from my experience, "why" was just as important as "how" to most of us on the course. This is particularly important when keeping in mind that some technicians will find themselves in supervisory positions which presume a knowledge "why" as well as "how."

As Pam Naylor stated, the para-professional course is practically orientated. This is central to the nature of the course. In the employment situation, as Mr. Simkin pointed out, diploma and degree library students frequently do not gain enough practical knowledge on course. This again reinforces the need for trained, skilled library operators.

With regard to the terminal nature of the technician course, I feel that Mr. Simkin has somewhat exaggerated the situation in stating that "these courses are terminal to discourage . . . greater identification with the goals of libraries." This problem of terminal courses is one common to all levels of library education. It seems that education is viewed as the gaining of a piece of paper with the process of learning coming to a halt upon receipt of the laurels.

There are some technicians who wish to further their qualifications and it is unfortunate for the individual and for the library field that these people may be barred from "professional" library courses due to the entry (matriculation/H.S.C.) requirement. Surely these are the people whom these educators should welcome. The skills and practices gained from the Library Technician course together with the experience derived from the work situation should make these people ideal applicants.

Part of the answer to the terminal nature may be in the view or attitude of the employer. As Mr. Simkin has pointed out, an employer who assumes that library technicians will be limited to the use of practical skills and are not capable of developing an awareness of principles in the job situation, is likely to reinforce the terminal nature of the course. It is the individual's capability together with experience that surely must be taken into account when organizing the job situation.

Many technicians have developed special interests in fields such as children's literature, cataloguing, A/V or readers advising and reference work and have stated that they would certainly enrol in any area of continuing education, such as those mentioned by Pam Naylor. This is true also of the graduates of other courses. Would it not be possible to design, as Ms. Naylor suggested, a programme of continuing library education — not necessarily advanced or higher level technician courses conducted in middle-level colleges — where any person wishing to increase their knowledge in a particular field could enrol — librarians and library technicians alike. Could these higher level courses be constructed in such a way as to give the technician an exemption from that particular subject in a professional course if they wished to continue further? At this point I would like to stress that not *all* technicians would desire to continue formal education, but what about those who do? Perhaps this is an area for communication between lecturers of both types of courses.

How much communication is there at present? I think it would be to everyone's benefit if lecturers from both courses visited the other to acquaint students with the type of training being given to both types of library workers.

I would like to comment on the point raised by Pam Naylor regarding the recognition of the technician qualification by the Library Association. Accreditation may help to educate some employers who do not see the qualification as having its own integrity — particularly in States where library technicians are a fairly new venture. Most importantly it would ensure the portablity of the qualification between the States.

Whilst on the subject of accreditation, it is of interest to speculate on the Library Association's attitude to people with dual qualifications. There are a number of technicians who have been accepted into tertiary institutions either on the basis of mature age entry or because they have matriculated through part-time study. In my own case, my technician qualification was accepted as an indication that I was capable of further study. What will be the Association's attitude to such people? Will they be regarded as neither "fish, flesh nor good red herring!?"

Mr. Simkin, in presenting his paper, has shown how an employer can use the local government situation with its flexible salary scales to provide an effective use of categories of library workers together. This of course may work providing that the employer has a flexible attitude in relation to "staff structure" and that he does not have to work within a closed hierarchical system.

However, while hierarchies are the rule, it's impossible within their awards and conditions for a competent technician to be graded according to responsibility. At present, in most awards, there are only two levels. This situation may result in one of two things. The individual is either:

(i) not given responsibility, or
(ii) is given responsibility without commensurate reward.

As Mr. Simkin has stated, revision of library salary awards would help to remedy the above situation.

However this is just one aspect relating to the "problem" of employment of technicians. It is time people stopped viewing technicians as a "problem" and instead accepted them as part of the library team.

What we are trying to do in libraries is to provide the best possible service to users — a fact that is sometimes overlooked in the internal scrambles for positions and status.

State and Public Library Futures

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Some of you may have missed a news item which appeared in a New South Wales provincial paper, the Temora Independent, on June 14, 1977 The headline was '"Big Brother" pushing for library merger.' The three leading sentences read as follows:—

> Temora could eventually be forced by "Big Brother" into a regional library service.
>
> These fears are held by the Narraburra Shire Council.
>
> The library, a joint responsibility of the municipal and shire Council, was recently overlooked by the State Government in the distribution of special assistance funds.

The news item also quotes the Shire President of Narraburra as saying that "He was convinced that under a regional library scheme Temora and shire residents would have a poorer choice of books."

Temora township (4,400 population) is 80 kilometres north of Wagga. It has a direct air service with Sydney as part of the TAA network. Its surrounding shire of Narraburra has a population of 2,190 and both town and shire have a declining population. A joint library service called the Temora and District Public Library has operated since 1954 under the New South Wales Libraries Act. In 1976 its total budget was $21,795 or $3.30 per head compared with the State average for that year of $4.24. $6,590 of the $21,795 was Library Council subsidy. Temora and District Public Library has no qualified librarian.

Have the people of Temora also rejected the Australian finance network, for example the banking system? No, the Wales, the ANZ, and the Commercial, amongst others, are well-established and presumably well-used in Temora. If you wish, you can go to the Sandy Bay, Tasmania branch of any of these banks and transfer funds to the Temora Branch.

Have the people of Temora rejected the Australian communications network, for example the postal and telecommunications systems? No, the mails are flowing in and out of Temora, and STD is connected.

Have the people of Temora rejected the Australian information network, as typified by the regional library scheme? Apparently yes. For library planners this means defeat. This defeat is even more disturbing when we remember, as we so easily can, that Temora is not an isolated case; that there are Temoras in most other States; certainly in many parts of South Australia and Queensland, and even in our biggest cities.

Do we stand for two minutes silence, or do we recognise it as perhaps the most important professional challenge in Australian libraries today?

My address to you today assumes the latter position; that we decide that the planning and operation of such a complex professional service as ours is inconsistent with the attitude still evident so often in local government's approach to, and support for, public libraries.

There is no evidence that the Councillors at Temora and Narraburra have any skill in information organisation. I do not therefore see why they should occupy such a dominant position in the planning and management structure of library services in New South Wales. It is time for the professional library planners to move more strongly in ascendancy; time for us to recognise that the management of our national information service, State by State, is a very professional executive job involving hundreds of staff, hundreds of branches, millions of material items and millions of dollars of supporting funds.

You may also say that some State Governments have exhibited as much, or as little, skill in recognising and supporting the philosophy and purpose which under-pins our profession. That also I acknowledge, however the differences between the three levels of government, and the bureaucracies supporting them, are subtle and complex and the arguments used need to be modified for each level of government concerned.

FUNDAMENTAL CHANGE

Our purpose today is to draw on the catastrophe of Temora to demonstrate that fundamental and not peripheral changes are now necessary in the organisation of our service in all six of the Australian States. In particular I will argue for a reduction in the contribution by local government to library planning and management and a restructuring of the services in each State.

Throughout this paper I will make frequent reference to particular States and aspects of their services. I will also refer to hypothetical new service situations which suit my purpose and my argument. Some references may appear critical of individuals, which is unintentional. Such examples are necessary however to provide you with the evidence I am collecting which, as well as proving my point today, will form the basis for a more substantial and constructive document I have in preparation.

First let us clarify the distinction I propose to make between organisation and service.

Organisation (some may prefer the word "structure") is concerned with the fundamental arrangements for library provision. It is concerned with the responsibility and management structure of our libraries. It is concerned with the legislative, funding and planning formulas which are a prerequisite to actual public service. The organisation for library service can be decided, and the composite elements formulated, before the first dollar is spent, before the first staff are engaged and before any materials are acquired.

Service is concerned with the total range and depth of the operational services. It comprises the collective duties undertaken by every person employed in the library system whether in the back-room or on the public floor, whether clerical or professional.

In any Australian State, "organisation" is the framework, the structure or the formula which determines the pattern of service. Organisation is composed of the legislative base, plus the policy guidelines determined by the Government or its proxy for example the Library Board. Here in Tasmania "organisation" has two main elements: legislation, and evolved policies. The legislative element comprises:—

1) the original responsibility formula for library services as set out in the Libraries Act, 1943, involving state and local government as virtually equal partners;
2) certain mandatory duties given to the Tasmanian Library Board (section 11a)?
3) certain discretionary duties given to the Tasmanian Library Board section 11b);
4) certain opportunities open to, and obligations on, local government authorities;
5) recognition of the State Library Department, and the State Librarian as its permanent Head in terms of the Tasmanian Public Service Act.

The evolved policies comprise:—

1) major developments requiring Cabinet or Government approval for

the consequent changes to the original legislative intention, especially where these impinge on other aspects of government, for example funding (Treasury) and staffing (Public Service Board). The major example in Tasmania is regionalisation.;

2) minor or subordinate policies which change the quality or direction of service without wider implications.

In Tasmania, "service" is the resulting network of 80 service points, the staff, the materials, the vehicles, plus the millions of public transactions and uses which take place in the operation of the State Library System.

My theme in this address is that in the past we have paid too much attention to the 'service' aspect of our schemes and not enough attention to the underlying organisation. The future of our service will therefore be very dependent upon our ability to recognise this, to correctly analyse our options, and to implement the appropriate solution in each State. Furthermore I see no reason why the new organisational formula which I propose should not be applicable in all States. It is certainly needed.

STATE LIBRARY SYSTEMS

I now wish to make a further distinction about three terms we use continuously: the national library, state libraries and municipal libraries. We continue to regard these as discrete entities and not as part of the same library continuum. The National Library is, of course a special case, both as regards my definition of "organisation" and of "service" and is not included in today's discussion.

It is the terms 'state library' and 'municipal library' which are of concern because of our habit of regarding them as separate institutions. I do not so regard them. Instead I regard the State and municipal libraries within a given State as a single system. In my view, we therefore have six state library systems, with very different degrees of "system" actually practised. What system we have is more concerned with "service" than with "organisation." Our systems are therefore not locked together. Rather they hang together like old fishing nets.

Immediately, questions may be raised about other types of library such as the Boronia (joint school and public) type, or the government department libraries which properly have a close link with most State libraries. For the moment I prefer to consider only the simple combination of State plus municipal libraries.

The argument in favour of six state library systems and a reduction in the role of local government is supported by at least three pieces of evidence.

a) *The British Paradigm*

The British paradigm allowed our forebears to believe that Australian local government was the proper womb in which to conceive and nourish the concept of the Australian public library, other than a very special type — capital city reference libraries — which were conceived in monumental terms and nourished by state governments. This distinction by our forebears has mixed it up for us today and helped to create the illusion of two discrete types of library. This colonial inheritance is a fallacy and is obsolete. Temora in 1977 proves that a belief in local government as the womb for library conception is foolish and hinders 1977 organisational requirements. Furthermore the effect of the huge State libraries in our central business districts has been to create a partial library desert which I will refer to later.

b) *Financial Reverence*

In five States, where local government is still the major partner in the funding formula for public libraries, a reverence for local government's funding role appears to continue without question. Temora should cast serious doubts over the future wisdom of adhering to this belief; and justifies my irreverence.

c) *Unrequited Love or Municipal Apathy*
Based on personal experience extending over twenty years in two States, I confirm that local government is basically uninterested in libraries and is therefore inappropriate as a major partner in the responsibility formula. Our love for local government is unrequited. In South Australia I worked for twelve years for two big suburban councils and attended dozens of their meetings. I had dealings with the Metropolitan Town Clerks Association. In Tasmania I have negotiated with every one of the forty-nine councils and have addressed full council meetings in half of these. I find local government to be fundamentally disinterested in libraries, although exceptional individuals and councils can be found. Temora proves my point. I will not accept that local government has any other than a minor role to play in the responsibility formula for our six state library systems.

Of these three arguments: the British Paradigm, Financial Reverence, and Unrequited Love, you are most likely to question the third by saying that all three levels of government display degrees of apathy to libraries. This I accept but apathy can also hide behind a reluctance to accept responsibility for new organisational formulas and we professionals are at fault here. What is significant is the appropriate level or levels of government which we should concentrate on in our future planning. I submit that our future organisational formula should be dominated by the States and we now have the opportunity of examining this situation in operation in one State, Tasmania. For those of you unfamiliar with the present point reached in Tasmanian library organisation, a few comments will be helpful:—

a) The percentage of the municipal financial contribution to the Tasmanian State Library System has fallen from 28% in 1963/64 to 13% in 1976/77. Over the same period gross recurrent expenditure has risen from 75 cents per head to $11.65 per head.
b) State involvement in professional staffing has resulted in a dramatic increase, for example 33 positions in 1968 and 112 in 1977.
c) State involvement in capital construction has been substantial with three new regional library buildings since 1969 plus Stage 2 of the headquarters building in Hobart.
d) Equality of service to a reasonable standard in every part of the State has been achieved including the most remote centres.

Let me add that this process has taken 12 years. In 1964 Tasmanian library organisation was similar to that still applicable in South Australia and Western Australia today. In 1964 there was a state library and a series of independent public libraries. Today there is only a state library system.

CHANGE IS A CONSTANT

In the second edition of his book "Profiles of the Future," Arthur C. Clarke refers to two classes of failure which have prevented the most brilliant of men from predicting the future. One is a failure to see that the necessary and sufficient facts point to an inescapable conclusion. He quotes the idea of the domestic electric light which was pooh-poohed by all the experts except Edison. Clarke's second class of failure is that of imagination where, given that the available facts are appreciated and marshalled correctly, the prophet fails to see that an additional fact is still undiscovered and he fails to admit the possibility of its existence. On the other hand there are people like Charles Babbage, the 19th century mathematician whose nerve and imagination devised the mechanical computer but who was frustrated because an associated technology, in this case the precision tool industry, did not exist.

Clarke also refers to the mental framework for change, and suggests that, whatever the education and intelligence of the brilliant men of the past, they would not possess the mental framework that could deduce the principles behind twentieth century devices such as electron-beams, transistors and cathode-ray tubes.

In the field of the social sciences it is just as possible to have failures of nerve, failures of imagination, and people with vision beyond contemporary acceptance. It is all a matter of rates of change.

In our profession too we are concerned with different rates of change. Our budgets change annually. Our staff change considerably over a five year period. Our collections are drastically different from one decade to another, but our legislation tends to go on forever. But budgets, staff and collections are service changes, not the fundamental changes in our organisation which are now needed. Such change needs statesmanship, plus the vision to see the faults in the present organisation which are starting to limit future development. In my view, Western Australia. New South Wales and Victoria are quite clearly on the threshhold of an organisational change, and the other States are approaching this threshold.

The management of libraries therefore becomes the management of change. Another word for the management of change is planning. Without planning, change is less controlled and the results less predictable and opportunities are missed. In the planning for library futures, several matters are relevant:

a) the organisational framework of library service;
b) the management attitudes of library executives in exploiting the organisational framework;
c) the resources upon which library service is based;
d) the patterns and procedures appropriate to the user population.

In my opening reference to the Temora disaster I referred to three Australian networks:

a) The Australian finance network, in particular the banking system;
b) The Australian communications network, in particular the postal system;
c) The Australian information network, which should be represented by the library system.

I think these network and system analogies are worth more attention. In particular, I recommend for your close attention the Australian banking system and the Australian postal system. I see many fundamental similarities in organisation between the Australian information or library systems and these other two. Let us look at three characteristics of banks, post offices, and libraries.

Ubiquity

It is accepted, certainly by the planners and managers, that banks, post offices and libraries should be ubiquitous, should be everywhere available to all citizens. Banks and post offices are, but libraries are not.

Uniformity

All three services should be uniform in standard of service although differences in particular localities will be taken into account. The Brunswick Branch of Australia Post needs Greek speaking staff. A Bundaberg Branch bank will be specialists in sugar cane finance. The Mildura Branch of the State Library of Victoria will serve many people interested in irrigation and fruit culture.

Hierarchy

All three services have degrees of specialisation of client or user needs. Australia Post concentrates philatelic services in major centres only. Branch banks refer large loans to head office for approval. The Cottesloe Branch of the State Library of Western Australia will refer on-line searches of Ausinet to the State Library Bibliographical Centre in Perth.

Ubiquity, uniformity and hierarchy are therefore three only of a number of basic planning criteria for national banking systems, for national postal systems, and national library systems.

BANKING SYSTEMS

The banking system in Australia is of particular value to us as a model for library organisation, and I want to spend a few minutes examining this.

1. Our free enterprise economy permits banking to be a commercial, as well as government activity and allows more than one banking system. In fact we have seven national trading bank systems in Australia.
2. Any one of these trading banks has a range of client services comprising:
   a) individual money management by cheque accounts;
   b) complex financial services such as loans, investments, and transfers;
   c) supporting client services such as travel and savings schemes.
3. The need to mobilise financial resources throughout the banking system is assisted by a hierarchical organisation which swiftly directs surplus funds to branches or departments where it can be better used.
4. This same hierarchy serves the many branches in the banking system with uniform, expert, uniquely determined decisions on such technical matters as interest rates, investment guidelines, and international transactions.
5. The many branch managers in a banking system are not required to be specialists on monetary economics, on currency exchange rates or other headquarters functions. Managers are entirely free to look after clients, to chase business, and to interpret banking system policies in their local community.

So far these characteristics should apply equally to our six state library systems thus:

1. There is a range of client services comprising of:—
   a) individual reading and information needs;
   b) information services such as bibliographies, S.D.I. profiles, data base searching;
   c) supporting client services such as public affairs programs, displays and exhibitions, and links with other information or education agencies.
2. The need to mobilise information and library resources throughout the State Library System should be assisted by a hierarchical organisation which directs materials swiftly from branch to branch and summons needed material from elsewhere in the system or an adjoining State system.
3. This same hierarchy serves the many branches in the library network with uniform, expert, uniquely determined decisions on technical matters such as collection development, cataloguing and classification, bibliographic transactions, and data base availability.
4. The many regional and branch librarians are not required to be specialists in classification theory, cataloguing codes, book trade economics, computing systems design, salary awards, and other

headquarters functions. Regional and branch librarians are entirely free to look after clients, to chase new service opportunities, to relate local collections to local needs and the State's collections, and to interpret and assist in the application of expertly determined innovations by system specialists. Based on Tasmanian experience, their jobs would be more interesting and less lonely than at present.

The philosophy behind banking can be summarised as the effective management of the flow of financial resources in the community. The philosophy behind libraries can be summarised as the effective management of the flow of information and ideas in the community. I hold that the necessary organisational requirements are similar.

Further analogies can be explored, for example:

1) Increased international financial transactions and their effect on banking techniques can be compared with the increased international flow of information needing expert library planners.
2) Expansion in the secondary and tertiary industrial sectors in Australia and its influence on the sophistication of banking mechanisms can be compared with the changes in Australia's educational levels and their effect on library demands.
3) Central banking services (the Reserve Bank of Australia) have developed just as our National Library has matured.

Other analogies, however, reveal the organisational inflexibility of state library networks:

4) Major mergers and amalgamations to improve operating efficiency in the banking system occurred in the 1950's and 1960's but are too infrequent or of minor scale in libraries; and major organisational change is long overdue.
5) Banking systems can develop elegant and effective house-styles of presentation as manifested by building signs and stationery. I particularly recommend the Bank of New South Wales public presentation to you. Australian libraries have a poor record of public presentation with little elegance and no uniformity.

CHANGE

My remarks so far have been restricted to a general statement on the unsuitability of our present organisational formulas for what I prefer to call the six state library systems.

I now intend to provide some detailed evidence supporting my conviction that fundamental organisational changes are necessary. I will not be able to describe fully the evidence which follows and will defer such descriptions until another occasion. As soon as I have submitted this evidence I will comment on possible solutions.

1) *Rates of Change*

Probably most States have exhibited extremes of municipal support for for public libraries. South Australia, for example, is certainly one State where there has been little change in library service in the last decade. At the present rate of library establishment it will be many years before the State is completely served with libraries to the present standard. Some of the existing libraries are far from satisfactory and have changed little over the years. In one aspect, South Australia is well placed, viz. the provision of acquisitions and technical services is correctly recognised as a central function and is appropriately located in the North Terrace headquarters. South Australian libraries will never mature however while they are based on the present municipal units. There is a ceiling to the level of support which even the most interested of councils can provide, which leads to what I will refer to in a moment as the discontinuity of scale.

Victoria proves that, even with the most determined and committed effort by both State and municipal librarians within the existing formula, basic faults and inequalities still continue and are likely to remain for many years. Some municipalities, such as Northcote, have defied improvements for many years although the needs are great. Others such as St Kilda, have been no better in past years although this particular Council has recently excelled itself. A successful St Kilda in no way disproves the other overwhelming evidence for the conversion to a new state library system which I propose. In fact there is ample evidence that the relative dynamics of library change and innovation over time will always tend to have cyclical elements under the present organisation, viz. one area will be in ascendency and another in decline. The solutions I propose will even out these unfortunate dynamics of which we have had an excess of examples.

2) *Career Service*

In all States there is a limited career range. This is also especially notable in South Australian public libraries. Consequently they are with few exceptions manned by younger, relatively inexperienced librarians. I do not see this lack of career opportunity changing, and therefore I see no dramatic improvement in this State for many years unless an organisational change is made. Nobody appears to have drafted an appropriate range of professional duties which can be developed to create a satisfying career service outside the North Terrace headquarters, and the same may be said for some other States. Every one of the present or past scenes of innovation and expansion in South Australia has been accidental — depending on the nature of the person concerned, or some other serendipitous circumstances.

In Victoria the 1970 Master Plan proposed nine large metropolitan regional libraries and twelve in the country. In fact the situation has changed little since the late 1960's. The Public Libraries Division has had no increase in staff since 1960/61 although I am not sure that there is a very close correlation between numbers of such staff and the rate of regional development.

What is important is that there are not enough large library units with scope for very senior regional librarian positions supported by a hierarchy of middle management positions which can include both terminal and stepping-stone levels.

3) *Discontinuity of Scale*

By discontinuity of scale I can refer to South Australia and Western Australia in particular where there is a very considerable gap between the median sized public library system, and the State Library. Salary awards differ too and in some cases deter senior municipal librarians from moving in and out of middle and senior management positions in the State Library without trauma, or a sense of betrayal It is a matter of public observation that the grand, if obsolete, scale of the State Library buildings of New South Wales and Victoria is in considerable contrast to the public library scene in the surrounding sprawling suburbs. Behind the building facades, however, is a similar gap or discontinuity in the functional scale which affects the planning of technical services, the smooth promotion of staff between central and regional libraries, the opportunity of gaining experience in both headquarters and branch operations, and other management matters.

I may be excused for referring for a moment to Tasmania where there is a clear hierarchy of challenging management situations for Regional, Deputy Regional, departmental head and branch librarian positions which interlock smoothly with the headquarters staff.

4) *Technical Operations and Research*

In several States decisions on the appropriateness and detail of technical services are made by dozens, perhaps hundreds of different librarians all doing identical work. This is indeed an obsolete aspect of library organisation in the States, which our friends in the banking system would find incredible. These decisions should be made once only, by experts, and the remainder of our scarce professionals freed to get on with more important work in the field. Every region and branch in the entire State library system should be provided with first class technical services based on a highly skilled central unit. Decisions on cataloguing, classification and subject headings should be as irrelevant in Carringbush as decisions on interest rates are irrelevant to a bank manager at Port Adelaide. We have too few skilled, innovative senior librarians to have them all attempting to research the same problems which are better solved on a larger canvas with a state-wide specification. With regard to general systems research, the Systems Division in each of the State library systems should be free to negotiate a complete network specification covering both housekeeping and data base requirements. Six senior Systems Librarians from the six States plus a National Library Systems Librarian should be formulating the computing network for the entire National and State library network. But what we find is that:

i) No State Library can negotiate for a complete computer installation covering acquisitions, catalogue provision, and circulation and stock control for the total State system;
ii) Differing systems are emerging in small adjoining libraries;
iii) No concerted approach can be made to the computer industry for sophisticated packages suited to our requirements.

Even prehistoric technology such as the telephone and telex have been successfully kept out of libraries because of our poor organisational formula and the discontinuity of scale previously mentioned.

Tasmanian experience has shown that the simple but effective telex system is an indispensable adjunct to the bibliographic and administrative communications traffic. The discontinuity in the other state systems prevents the use of this basic companion to the telephone.

There is no time to pursue the vital area of research further except to wonder whether the results of Westudy, outstanding in conception and innovation, would now have been pigeon-holed if the organisational machinery had been available for the State library system to manoeuvre and implement its findings using the greatly increased bureaucratic opportunities open to State Departments. In fact the whole field of bureaucratic relationships, although depressing and avoidable to some of us, is the basis for large scale change which our present discontinuous, municipally based structures prevent. Tasmanian experience provides evidence that the growth in scale of the State Library has been accompanied by an increase in status and involvement vis-a-vis other Departments which feeds back to reinforce the development of the State Library.

5) *Executive Waste*

The number of senior public librarians in our field with innovation and drive is not as great as it should be. But we further reduce their effectiveness by requiring them to devote considerable executive effort to the task of municipal relations, budget priming and the selling of new or additional needs to elected councillors. Chief librarians in fact must fight on three levels:

a) With elected councillors or aldermen;

b) With powerful, enigmatic town clerks;
c) With other municipal departmental heads, especially on the works side where most council money goes.

Under a State funded, State library system, this becomes a non-event. What blessed relief. All budget argument can be concentrated in the hands of a few skilled operators dealing with the appropriate State officials. The funding question is one I will come to again in a minute.

6) *Distribution and Re-distribution*

I now want to refer to one of my favourite topics on which the literature of librarianship is extraordinarily silent: the distributiton of libraries and their location. If you were commissioned to plan a completely new public library system for greater Melbourne, where would you start? One of the things you might do is hover over the city, way up high in a helicopter, and absorb the dynamics and patterns of the city. It would help if you had x-ray eyes but the car parks, highways, trains, trams and buses would very soon enable you to pinpoint about sixty or seventy main centres where people seemed to congregate. They would, of course, be chiefly the shopping centres, however there would be many subtle variations in movement patterns due to topography, the type of suburb, and other factors.

This is over-simplified, however very soon you would have a draft locational plan which you would verify and modify in the light of detailed study and research on the ground.

I have in fact done this exercise within the rigour of a post-graduate course which has only served to prove to me that the existing patterns of library building distribution in our big cities contain many disasters and mis-investments. I will not enlarge here because my findings are available in detail; but let me report that we are accepting second and third best solutions which detract from the desirable distribution of library outlets in our complex urban areas. Without doubt this alone justifies a major role for the State libraries as dynamic property managers. Using a long-term funding program, each State library would have a Buildings Department where the dynamics of urban change could be matched by the dynamics of State library executives in planning new branches, remodelling others, selling obsolete sites and negotiating with large scale developers using the resources of the State bureaucracies for advice and support.

In every State, the establishment, improvement and replacement of every service point should be an assured, properly planned, funded and scheduled event. The existing public libraries in all our cities may be described as first generation buildings. Second generation buildings will be those whose locations are prescribed on the basis of urban analysis and not on municipal goodwill.

We should not be satisfied to leave new libraries to the whim of community service clubs, however this still happens, for example in Nambucca Heads, New South Wales, where the local Rotary Club is building a new branch library which should be the responsibility of the State Library of New South Wales. Would we allow the Melbourne Rotary Club to build the new State Library of Victoria on Saturday mornings? I fail to see any difference.

The distribution of libraries across a large urban area, and the re-distribution in accompaniment with urban change, is at its worst in our city centres. I prefer to call them library deserts.

In the central business district of Melbourne there are twelve official post offices, eighteen branches of the Bank of New South Wales, sixty bookshops, and two libraries: One is the forbidding State Library with no lending service for the housewife, for children, or the visiting businessman. The other is the Atheneum which has all the mass appeal of a nineteenth century London Club.

But this is not a special gripe about Melbourne alone. The centres of all our cities are the same with minor exceptions.

Of course the problems of the central business districts are a special case and they are compounded by the additional complexities caused by:

i) complicated planning and zoning restrictions;
ii) difficulties in joint-use development such as the proposed Museum Station in Melbourne, or the M.L.C. Centre in Sydney.

It is a disaster however that our State libraries lack the authority to manoeuvre and negotiate their way into new projects with the same facility as a Government insurance office, a betting agency, or a post office. I would like to see a task force of librarians investigate the special problems of the inner city library deserts and prepare the necessary information irrigiation schemes.

7) *Beggar Your Neighbour*

My next piece of evidence should stand alone as proof of the obsolescence of our basic organisation formula. It is a sad joke that the question of reciprocal access rights by the public to use their nearest library in Australia is still a serious question. It still attracts attention in the suburban and provincial press. In 1901 we managed to see six colonies agree to section 92 of the Australian Constitution which states that trade between States should be free, however the right of any citizen to use any library in 1977 is still questioned. It indicates as much as any other piece of evidence, the fundamental inappropriateness of municipal management of an international service. Does the post office ask for your rate notice before giving service? Does your bank manager? Does your librarian? This is another piece of nonsense.

8) *Top Hat, White Tie and Tails*

What does a library look like? My inspections of 275 of Australia's public libraries indicate that many of them look like unwanted or introverted libraries. Most importantly there is no consistent symbol, letter style and colour scheme to add unity to these libraries. It is here that interstate differences, and the competition for each State to outdo its neighbours in elegant graphic presentation, could be well worthwhile.

When will it be possible to recognise a branch of the State Library of New South Wales in any town or suburb in that State, the same as we recognise a branch of the Bank of New South Wales? The answer? When the cohesive management of library and information services throughout New South Wales is based on a single system permitting the development of the same ubiquitous and elegant image as does that impressive looking system.

SOLUTIONS

Clarke has suggested that some of our modern social problems are based on the disappearance of the frontier concept which in past periods has provided a challenge for ordinary people. This is not the time to defend this assertion however we can all recognise the adventure, the novelty, and the satisfaction of a personal or family frontier or challenge, for example a new house, or a major holiday. So too with a profession. But what is our frontier? It should no longer be the dreary struggle, as in Queensland and South Australia, to get inaugural library services established. It should by now be a second or third generation frontier of service we face.

Recognition of a broader, deeper frontier for our six state library systems is now a requirement for all of us engaged in the State and public library field because that is our primary challenge. At the same time I remind you that the six state library systems of Australia remain the most important and the most exciting branch of library and information service in this country. Not for us the restrictions of captive, sometimes prejudiced user populations.

Our franchise demands that we work with the total spectrum of Australian activity and geography. But we are not properly geared up to provide the dynamic leadership that our position as the most important library system requires. In every State, the State Librarian should be the undisputed leader in the planning, management and experimentation of services in his State. Is this the case in your State? If the answer is no, can the reason be traced back to the organisational framework?

One of the areas I had hoped to cover today was the major submissions to the Horton Inquiry, plus the Horton Report itself, to see to what extent the Committee showed awareness of the organisational problem as well as the commonly acknowledged service problems. All I have time to do now is to make the following observations:

1) Submissions were generally concerned with what I have defined as services and not with the underlying organisational structure.
2) The State Librarians' Council said that "the day of the independent library at whatever level is over. Only systems and multi-system networks are capable of meeting the needs of library users today." (Para. 4.6).
3) The Horton Report was inadequate in its reference to basic organisational structure, and in particular to the scope for State library systems independent of local government.
4) The failure of the Committee of Inquiry to distinguish between organisational responsibility, and the local affinity of a public library with its comunity was unfortunate. It is a complete fallacy to assert that continued local government involvement in public libraries is essential to ensure responsiveness to local needs. It may apply in some situations, even over a considerable period of time, but when each State is viewed as a whole, the opposite applies. Local government's long sustained responsibility for public library initiative, an initiative I am sure local government in Australia has never sought, must now be recognised as mis-directed. More than that, it has probably accounted for up to two decades of cohesive improvement that a completely State dominated system might have achieved. Think of your own State. If the Library Board had not been forced to pussyfoot around for 30 years with disinterested councils, we might have been ready for the technological and electronic revolutions that now find us divided, weak and uncertain.

It is intentional that I have not sufficiently balanced my time in this address to detail the solutions I plan. Furthermore I have not had time to clarify in my own mind exactly what I would propose, however I hope to complete some further work on this during the coming months. For the moment you will have to accept the following elements in my plan.

First let me state the planning assumptions I will use:

1) That too much attention has been given in the past to service developments compared with re-examinations of our fundamental organisation.

2) That it is imperative that we ensure that we have an appropriate, modern and flexible organisational structure before we make the first decisions about appointments, budgets or materials.
3) That there are excellent working models for us to examine which include such functions as:
   a) banking systems
   b) postal systems
   c) police departments
   d) education departments
   e) strategic and regional planning authorities
   f) betting agencies

   All of these, and others, have organisational elements and requirements similar to library and information services.
4) That any change in the organisation of library services in any one State will be a long-term exercise, for example at least a decade.
5) That many vested and conservative attitudes will need to be further persuaded and convinced of the validity of my assertions.
6) That we seek a fundamental change in public and government attitudes.

We can then establish a number of necessary steps thus:

First, in each State we need to undertake a thorough study into the present organisation of state and public library services, and the present opportunities for planning and legislative change. For example, what is the nature of other state authorities, such as Education or Police Departments, and what formula is likely to be most suitable in our particular State? Do our Library Acts really work? Are they flexible? Do they suit the changing technological, system and executive needs of our futures?

Second, we need to study the local political circumstances in each State to ensure that any planning options we develop will work.

Third, we need to increase the level of planning awareness, and the associated communication, among the many different groups working in our present discontinuous organisation and profession.

Fourth, we need to form working parties, under firm planning direction, to explore options for actual future organisational needs.

Fifth, a composite organisation plan needs to be evolved from the preceding four elements, especially one, two and four.

Sixth, our new plan needs to be converted into legislative form and implemented taking advantage of the consultations developed under element two above.

Before concluding, I must comment on the question of financial responsibility. I am not at all deterred by the thought that our objective is to make the State Government contribution to the State library systems the major and perhaps the only one. It is in fact my central and dominating consideration. It is possible, by the way, that the Horton Inquiry might not have been needed had our basic organisation formula been State-centred from the outset. In the past however we have attempted to sell only incomplete schemes to State Governments. We have based our approaches on marginal analysis, viz. that the States have a supplementary, a topping-up role. We now need to be more direct in our planned approach to State Governments and in so doing we might reap an unexpected benefit — we may find that local government becomes a stronger political ally than at present. But first we have to carefully undo several decades of fallacy, the fallacy that local government is both appropriate and dominant in the organisational formula. It is not. We have been backing the wrong horse. Luckily the race is far from over.

Current Trends in AV Technology

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It is an appropriate exercise for professionals to take stock of their field from time to time. However, the best time to conduct such an inquiry is not as clear as the fact that it ought to be done. A formal request from a conference chairperson is an appropriate stimulus and therefore I shall put my finger to the wind and attempt to discern the direction of the movement.

It would be easy to equivocate by paraphrasing Dickens: "It *is* the best of times, it is the worst of times; it is the age of wisdom, it is the age of foolishness." This *is* a time when new technological developments offer unprecedented opportunities for creating and using information and yet, at the same time, the potential loss of control of personal freedom by the same technologies which can help us, is a spectre we must consider. The application of technological tools to solve communication problems has, at the same time, generated a host of new problems. Today is an age of wisdom and an age of foolishness. In attempting to identify and describe the trends in educational technology, I will emphasize the best that I know but I will also point out the dangers.

This presentation will first analyze the definitions of the field we are discussing and then present several basic premises regarding the use of technology in education. From this orientation, four major trends will be discussed: (1) increasing availability and use of media; (2) better information about media; (3) greater concern for the individual; and (4) increasing sophistication about media.

DEFINITIONS

It may be presumptuous of me to interpret the title of the topic which was given to this session ("Current Trends in AV Technology") but I would like to clarify what might cause confusion later on.

When the term, "AV technology" is used I assume that the dominant meaning for most people would refer to the "things" or products of our technological society — the "hardware" and "software;" the machines and media; the equipment and materials. That interpretation is indeed so widespread that the Presidential Commission on Instructional Technology (1970) in the United States offered it as a commonly held definition:

> ". . . the media born of the communications revolution which can be used for instructional purposes alongside the teacher, textbook, and blackboard . . . television, films, overhead projectors, computers, and the other items of 'hardware' and 'software' . . ."

I would like to dissuade you from that definition and offer in its place the *second* definition, much less known and accepted, which the same Commission offered:

> (Instructional technology) is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communica-

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tion, and employing a combination of human and nonhuman resources to bring about more effective instruction.

As you ponder this definition, you will note that the *process* of instructional technology is emphasized rather than the products. AV technology (or *media* as I prefer) is a subset of the larger process definition. The process definition is the first and probably the most important trend. It provides a *context* in which the media play an integral role rather than to set aside the media as separate entities. In the process definition the media become part of a systematic design to deliver information to users. Mere delivery of information in whatever format is insufficient until a conscious statement of the user's purposes and analysis of the audience who will receive the information is made. It must be remembered throughout this presentation that the process definition undergirds all that is said. To consider media *qua* media is to look at solutions in search of problems.

It is easy to become caught up in the glamour of the media without realizing that they exist as a *means* of communication. A favorite game among media-oriented people is to analyze such new devices as videodiscs, cable television, satellite transmission and minicomputers in terms of possible applications rather than to consider the communication problems which need to be solved. This logic carried to the extreme creates delivery systems in search of users and content to communicate.

Finn (1966) provided a construct for considering the use of media. He named six categories or levels for media use which help us to understand the role which media play in different contexts.

1. The tool level
2. The data level
3. The behavior control level
4. The meaning level
5. The research level
6. The systems level

The Tool Level

The tool level is defined as providing the user with devices and materials which may permit a person to do better what is already being done in another way. For example, writing on transparent plastic or using a prepared written transparency on an overhead projector is more efficient than using a chalk-board; using a simple single camera closed circuit TV system to amplify a demonstration permits more individuals to see what would normally be too small for a large group to observe. At the tool level, the control is in the hands of the user and the materials are generally created for this one purpose.

The Data Level

This category signifies that information can be stored in a variety of formats. Data may originally be recorded on or transferred to various forms of photographic or magnetic storage. Microforms, computer tapes, videotapes, motion pictures, audiotapes and still pictures are examples of media used in this manner. Such sources of information require new concepts regarding the library's role. New forms of storage, retrieval and delivery are now required.

The Behavior Control Level

Although the word, "control" is anathema to many, it is used here in the sense of programming information for teaching and learning. Finn says: "'It is characteristic of all such programing that great energy is spent on a *prior* basis encoding the content into some form of program designed either to shape the behavior (mainly verbal) of the student on a controlled basis or to lead the student through carefully planned sequences of subject matter; branched or unbranched." These programs may be delivered through a computer, a slide/tape, an 8mm film and the like. The programing is done before the user comes into contact with the medium.

The Meaning Level

The meaning level describes the application of media for the purpose of reducing abstraction. In a simple example, a motion picture showing a distant land or the metamorphosis of a butterfly provides meaning for an abstraction which would be difficult to provide accurately in any other way. Some people feel that such "simplification" becomes less and less necessary as the individual matures and is better able to handle abstract concepts. The weakness of this assumption is that *all* people are equally able to interpret verbal symbols. The fact is that there are variations in the way individuals perceive information and each person has different preferences for acquiring information. (DiVesta, 1975). Some individuals learn better through pictorial stimuli, others through audio and still others through printed verbal symbols. Combinations of stimuli are probably best and they will vary depending upon the purposes and learning style of the individual.

The Research Level

The research level complements the data level. Here individuals use media as instruments to record data for later observation and analysis. Audiotape is used by anthropologists to record language dialects. High speed movement is recorded on motion picture film to study in detail when projected at the normal rate. Still photographs are taken by architects to preserve details of buildings. There are many more examples, but the point is that media are used to record and measure for the purpose of research. These recordings could then be placed in a library and thereby be made available at the data level.

The Systems Level

In areas of instruction and training, the systematic approach to instructional design has demanded a wide range of media — books, films, slide/tapes, tests, etc. to achieve specified objectives. In this case, all elements of the process are analyzed and specifications for each are spelled out: content, objectives, entering behavior of learners, time available, locale of use, grouping of learners and evaluation procedures *before* media and strategies for their use are determined. Entire courses and curricula have been developed at the systems level. An excellent example is the British Open University. (Northcutt, 1976). It is at the systems level that the full implications of the second definition of instructional technology become apparent.

A BASIC PREMISE

At the present time we have a comprehensive catalog of media which will permit users to achieve virtually any purpose. The six "levels" of media use offer a model for using all these media to accomplish specific objectives. We no longer have to wait for new inventions; for improvements of the current devices and materials or for more favorable economic conditions. The essential questions are: (1) How can we use the media creatively? (2) With whom can the media be used? and (3) For what purposes can each medium be used most effectively and efficiently?

The problem is *not* how to store information. (Should we use 8mm film, 16mm film or videotape? Should we use microfilm or microfiche?)

The problem is *not* how to deliver information. (Should we use closed circuit TV, broadcast TV, reel to reel videotape, video cassettes, cable TV or satellite transmission?)

The problem is how to provide a plurality of means which can serve the user's purposes in the most cost effective manner. If we can accept this assumption, then we must purge our thinking of *media myopia* which holds that one medium is superior to another. We must be prepared to embrace the full spectrum of media options which our users require.

TRENDS

A trend is a statement of direction based on analysis of current events and projecting the findings to the near-future.

We have already considered the trend toward a broader, systematic use of media in a process framework. Let us look at media as one element of the larger context. There appear to be four trends: (1) increasing availability and use of media; (2) better information about media; (3) greater concern for the individual; and (4) increasing sophistication about media.

Increasing Availability and Use of Media

In the United States there are more television sets than indoor toilets. By the time a North American youngster finishes secondary school he has spent more time watching television than in school. The battery-powered transistor radio has changed communications patterns in many developing countries. How many in this audience own a camera? How many own a cassette tape recorder? Do you have a record player in your home? A radio in your car? How many commercial movies have you seen this year? We are living in a media-rich world and each medium carries information — for entertainment, for recording personal data, for learning or whatever. Is there any reason why our libraries and schools should be less concerned with media than the rest of society?

The ubiquitous nature of the media is a result of greatly reduced costs for the devices and carriers of information. Consider: the cost of a hardback book vs. a paperback or a microform; the cost of a camera, cassette tape recorder or a transistor radio today vs. ten years ago; the cost of an overhead projector, TV camera or TV monitor vs. twenty years ago. The increased use of these devices has increased the supply and reduced the unit cost. Much of the reason for the lower costs of equipment is due to the miniaturization of equipment through less costly electronic and mechanical parts. The materials such as film, audiotape and videotape remain about the same despite the general inflationary trend. The message is that media are available and are being used in tremendous quantities by people the world over.

With the increasing availability of media comes the difficulty of choice. For personal leisure a generation ago, a person using a medium could choose a radio program, a book, perhaps an occasional movie or disc recording. (For the moment we will not consider other recreational forms or travel possibilities). At this time we might say we were experience rich but information poor. The information sources were limited while opportunities for first hand experience around the home and community were abundant. But now, we are information rich and experience poor. We have multifarious sources of information in which we indulge while our first-hand experiences are reduced.

Beyond the home, we turn to education. Teachers and students a generation ago depended upon the knowledge of the teacher and the content of the textbook as primary resources. The teacher was the information giver while the textbook served as a supplement. From time to time, the chalk-board, maps and real objects served as teaching aids. But now, there is a vast arsenal of resources which provide information in a variety of formats. The teacher's role has changed to that of a diagnostician and co-ordinator of learning resources. The dilemma seems to be which resources to use for what purposes with which students.

The adult learner who wanted to continue his or her education a generation ago had few, if any, places to turn. Today, opportunities are available on nights, weekends, during holidays, by television or radio, by correspondence and through combinations of these procedures. Updating and upgrading training occurs on-the-job in the office, shop or training center. This training is accomplished largely through media. We are in an era of lifelong learning and media provides a pluralistic approach to meet the multiple styles and preferences of adult learners.

In this milieu, where is the library?

Better Information About Media

Without any information about bibliographic control of audiovisual (nonprint) media in Australia, it is difficult to be specific about trends which might be helpful but there are several international efforts and examples in the United States which might provide indicators.

The International Federation of Library Associations (IFLA) is in the final stage of developing cataloging standards of the International Standard Bibliographic Description for Non-Book Media (ISBD:NBM). Meanwhile, the revision of Chapter 12 of the *Anglo-American Cataloguing Rules* serves as a useful set of guidelines. The Statistics and Standardization Committee of IFLA has developed guidelines for counting non-book media. The International Standards Organization (ISO) is in the early stages of developing non-book media standards.

In the United States, the National Information Center on Educational Media (NICEM) serves as the most comprehensive data base of non-book media. It regularly publishes descriptive (but not evaluative catalogs and updates for 8mm films, 16mm films, videotapes, recordings, transparencies, filmstrips and slide sets. A more comprehensive data base of 16mm films is being developed by the R. R. Bowker Co. for the Consortium of University Film Centers.

While bibliographic control is important, the evaluative element is missing. To my knowledge, there is no international effort to evaluate audiovisual media. In the United States, there is a new data base, the National Instructional Materials Information System (NIMIS), which specializes in all types of instructional materials for handicapped learners. The present data base of approximately 25,000 items includes evaluative information. The Educational Products Information Exchange (EPIE) evaluates materials in specialized fields such as career education, vocational education and special education. There are journals, such as *Previews*, which regularly evaluate audiovisual media.

All of these bibliographic and evaluation attempts are still crude and incomplete in concept and operation but they offer a beginning. They will continue to grow, and perhaps to combine and, eventually may provide a data base for international use.

GREATER CONCERN FOR THE INDIVIDUAL

For the first time in history we can offer a variety of information formats which are geared to the individual. The paradox of this era of the mass, is that it also is the age of the individual. We hear the lonely voice in the crowd saying, "I am an individual. I am unique. I am me. Let me control my own destiny. Free me to seek that knowledge which will be useful to me." This is clearly an age when the most important number is one.

The most important number is one. This premise has spawned one of the most important new developments in education and libraries today — individualized instruction. A generation ago education was asked to provide "the greatest good for the greatest number." Today we try to provide "the best for each." For decades educators have talked about individual differences without much difference being displayed in classroom practice. But now . . . the increased availability of media in a wide variety of formats has opened new potentials never before possible.

Why individualization? Why the best for each? Why is "one" the most important number? Because each person has the right to pursue life, liberty and happiness to the fullest extent possible. To achieve personal uniqueness in this pursuit, teachers and learners must first take charge of their own lives and develop them to the fullest. It means that each individual should be able to run his or her own life and not have it run by others. The complete individual is one who has his own sense of power, his own uniqueness, his own sense of indispensability. If a person fails to develop his or her individuality he or she will become either apathetic or rebellious. Apathetic persons accomplish nothing. People who believe in nothing change nothing. Rebellious persons may bring about visible but superficial changes. Neither state is desirable.

The use of technology can increase the number of information alternatives available: The pluralism of our age is marked by a pluralism of means. This pluralism permits a range of media formats to be considered in meeting the information needs of each individual.

INCREASING SOPHISTICATION ABOUT MEDIA

As media becomes more pervasive in our society, there arises a concomitant need to help individuals understand how to *use* the media critically. The drive toward literacy in our schools and with adult populations is not paralleled by a concern for "media literacy." We need to help people interpret and use television, films, radio, advertising and other media which offer daily sources of information. In the United States, there is a movement designed as visual literacy.

The concept of what is now known as visual literacy evolved from an approach to education involving multi-sensory, multi-disciplinary, flexible and realistic methods and goals. With the appearance of vast amounts of materials has come a renewed emphasis on the value of and need for a more visual approach to learning. It is doubtful that the concept of visual literacy is an innovation; rather, it probably describes phenomena that have been successful in the past . . . the media and modalities used by the teacher have changed or have been adapted by time and progress.

What is the visual literacy concept? A complete and somewhat esoteric definition has been developed by the National Conference on Visual Literacy:

Visual literacy refers to a group of vision-competencies a human being can develop by seeing, and at the same time, having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret visible actions, objects and/or symbols, natural or man-made that he encounters in the environment. Through creative use of these competencies, he is able to communicate with others. Through appreciative use of these competencies, he is able to comprehend and enjoy the master works of visual communication.

Visual Literacy in Education

Ours is an age of mass media. We are a mobile, sophisticated and volatile society. For the pre-school child who has grown up with television, a visual approach to learning has already been deeply ingrained by the time he/she enters school. School programs have no easy task in the early years to provide as exciting and alive an environment as the children meet on television. And yet, if educators are to effect change, they must begin in the early grades — to avoid having school life becoming irrelevant to "living."

How is the visual literacy concept integrated into the school curriculum as either an additional set of learning activities for those students already achieving or as another approach to educate those students unable or not willing to learn verbally — or for whom the traditional program is inadequate or ineffective? Can the non-readers be reached through a non-verbal methodology? Although no one method or set of materials will work for 100% of the children, there is usually some method that will bring success for most children.

Here is an outline of a typical "visual literacy" project designed to approach the problem of reading and visual-verbal communication with a group of elementary students. They are provided with easily operated cameras and film and, after a brief discussion of the mechanics of picture taking, are sent out to take pictures. Since one of the goals is to use the camera as a tool for developing a new form of self-expression, no subjects are suggested or themes given for the students. The pictures shot are solely of the students own choosing. However, in most cases a theme will appear. For some, their friends will fill their pictures; for others, only inanimate objects will be included. These photographs are visual statements by the children of things that are important to them. They can provide valuable insights into each child's world as he saw and experienced it.

Next, in our typical visual literacy school program, the students are asked to use their cameras to take photo sequences. This time they will be made aware that there is to be a theme and a logical sequencing. Again, much valuable information about the children may be gained. Indications of their awareness of the progression of time, of logical movement from one phase to another, of causal relationships between stimulus and response are some examples of such information. Equally significant will be the themes: some will be social import, others of purely personal value. In most cases, however, the student will reveal some very definite self information. The photographs may be used as bases for group discussions and for points of departure during individual student-teacher conferences.

A natural outgrowth of the still photography project will be the use of the moving picture camera and its almost limitless possibilities. Then on to closed circuit videotape equipment with its obvious advantage of instant playback. The act of producing a finished product in each case — photographs, movie, a videotape — is in itself an accomplishment and direct positive reinforcement for the student. The introduction to new skills and a new mode of self-expression, and the feelings of personal worth gained from sharing and discussing their work with peers, parents and teachers will all affect student attitude toward the use of verbal language and, in fact, changes in fluency in the language may be detected.

While this example is from the schools, analogous examples in libraries could be drawn.

CONCLUSION

These, then are the trends — trends in media technology which are shaping the world in which we live. To some it may be frightening and perceived as potentially dehumanizing. To those with such concerns, consider the *Wizard of Oz*:

> "I don't know enough," replied the Scarecrow cheerfully.
> "My head is stuffed with straw, you know, and that is why I am going to Oz to ask for some brains."
>
> "Oh, I see," said the Tin Woodsman.
> "But, after all, brains are not the best things in the world."
>
> "Have you any?" inquired the Scarecrow.
>
> "No, my head is quite empty," answered the Woodsman, "but once I had brains, and a heart also; so, having tried them both, I should much rather have a heart."

To others, this is an age of opportunity when, for the first time in human history, we have the resources to communicate with virtually any person, anywhere in the world.

I started by saying, "It is the best of times, it is the worst of times. It is the age of wisdom; it is the age of foolishness. It is out of such times that brave people forge their victories."

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Library Services for Decision Makers

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The title of this paper 'Library Services for Decision Makers' is one with which I have had some difficulty. It is not a title of my own choosing but I expect that it serves a useful purpose because it makes the assumption that there are people in the community who are more qualified than others to make decisions. I suppose the further assumption can be made that it is their status, educational background or whatever, that gives them this peculiar position. I have no doubt at all that most of us here would assume that we are decision makers, and that it is a pity that other decision makers are not so enlightened as we are. We are all decision makers of one kind or another. Burglars and thieves are decision makers. So are ordinary members of the community. I hope that I am not making an error in assuming that such a distinction can be made.

In approaching this subject I want to respond to a comment on the literature of librarianship made by a professor of sociology whom I met early this year. His observation was that although there is a great deal written in library literature about 'how to do it projects' there is not so much written on why we do them. From his point of view we say very little about the philosophy of librarianship.

Now what I have tried to do is to answer this in part, by posing some fundamental questions on why we do this or that, or whether we ought to do this or that, in relation to the subject of library services for 'decision makers.' After this I conclude with some more specific remarks about aspects of actual services.

Initially, therefore, let us consider the nature of the decision making process and the problems of definition.

Let me illustrate the point by a fable, or to be more accurate, an almost true story. Some years ago in one of the most remote parts of Queensland, the local postal officer retired. So he was replaced by a new officer. Now his replacement came from a different part of the State and as it turned out he was a clean-cut enterprising sort of person who when he arrived in the wilderness looked round him and said to himself 'I am going to do things for this place.' And he did.

The big problem in the town was that it had no electricity. The post office had a generator to supply power to the post office but that was as far as it went. So the new postal officer arranged for a line to be run from the power plant to the hotel so that everyone could have cold beer. People liked the cold beer and they liked electricity. It was the only town in that part of the west that had electricity and whose beer was really cold. They were proud of it.

The power lines were extended. The hotel's proprietor's house got it, another house got it, and another. The whole town was electrified — the whole fifteen or sixteen houses of this town had electricity.

And then, he, the man in the Post Office, made another decision. He decided to charge for it. It was a very modest charge — nothing exorbitant. To make the matter legal he also decided to use the name of one of the Electricity Boards on the east coast. We shall call it the Exville Electricity Board.

This was a happy arrangement and it continued for about eighteen years. Then the man in the Post Office made another decision. He looked round him, he read the news, he saw the results of inflation and he decided to raise the electricity rates.

Now it so happened that the town had a little old lady who lived in one of the fifteen houses with electricity and when the rates went up she decided to write a letter to the Exville Electricity Board. She wrote a most carefully phrased letter. She said, "Dear Sir, I have used your electricity for eighteen years. I have always used the same amount and I have never found cause to complain of your charges. I am a responsible grandmother with ten children and fifteen grandchildren. So far as I can see the electricity isn't any different to what it used to be. I demand my rights and I respectfully ask that the rates be reduced."

The Exville Electricity Board made a decision. It sent her a reply roughly as follows. "Dear Madam, we have received your letter of 14th instant concerning increased electricity tariffs. We regret to say that we have experienced some difficulty in interpreting your complaint. According to our records you have no electricity."

The Board also sent a telegram to the Post Office saying that an official would visit the town within 24 hours. The senior staff of the Post Office arranged for the immediate demolition of all local power lines, with the consequence that the pub had warm beer and darkness descended upon the desert. The senior staff made a further decision to leave town immediately.

To some extent this situation will be recapitulated in other places. In an age of opportunity and adventure I do not see how libraries can influence, or improve, the ingenuity of such people, i.e. the decision-makers concerned. There are many situations such as this where libraries are irrelevant to the decision making process. 'Decisionmaker' is a glib term which implies more than it explains.

Let us consider another example. Politicians are supposed to be decision makers. But if any of you have read the Crossman *Diaries* you will know that this supposition is not as straightforward as it seems. You may recall that Richard Crossman, who at various times was an Oxford don, a journalist, and an author, was also a prominent member of the Labour Government when it came to power in 1964. He was made the Minister of Housing and Local Government. It was his first portfolio and he was the kind of person who was very perceptive about the situation in which he found himself. He observed with some interest the processes of power when he first sat down in his Ministerial chair. He found himself ensconced in the very room where many years ago he had met the great Labour and political figure Aneuran Bevan when he was Minister of Health. The memory had a great deal of meaning for Crossman. Then he was just beginning his political career. Now he was Minister of Housing and Local Government and in accordance with propriety and precedent he was properly supplied with a Private Secretary. His name was George Moseley. Naturally enough Crossman was very interested in how he functioned and in the responsibilities assumed by a Private Secretary. As Crossman himself states, "The Private Secretary's job is to make sure that when the Minister comes into Whitehall he doesn't let the side or himself down and behaves in accordance with the requirements of the institution."(1)

So there he was, Richard Crossman, M.P., the Member of East Coventry, a new Minister, sitting in this great room almost at the very centre of power, having reached the pinnacle of his ambition, faced by the correspondence trays. So he made a decision and said to his Private Secretary, Mr. Moseley, '"Now, you must teach me how to handle all this correspondence." And his Secretary's reply was as follows, '"Well, Minister, you see there are three ways of handling it. A letter can either be answered by you personally, in your own handwriting; or we can draft a personal reply for you to sign; or, if the letter is not worth answering personally, we can draft an official answer." "What's an official answer?" I asked. "Well, it says the Minister has received your letter and then the Department replies. Anyway, we'll draft all three variants," said Mr. Moseley, "and if you just tell us which you want . . ." "How do I do that?" I asked. "Well, you put all your in-tray into your out-tray," he said, "and if you put it in without a mark on it then we deal with it and you need never see it again."'(2)

Subsequently Crossman makes the further point with respect to his power of decision making, or lack of it, viz: that 400,000 houses were going to be built in the next twelve months, irrespective of what he decided. The only policy that would resolve the fundamental problems of his portfolio related to urban renewal and this was beyond his control. So where did his power of decision exist?

We can perhaps explore the political example a little further. Some years ago, when I worked in the Commonwealth Parliamentary Library as it was then, we made the assumption that Members of Parliament were decision makers and we tried to help them in at least two ways. Firstly, we helped to handle the material more effectively by trying to teach them to read faster. They received an enormous amount of material which they were expected to assimilate and they were looking for ways to come to terms with their problem. The Library, therefore, arranged rapid reading courses for them. Many members attended these courses and for a while they persevered in trying to follow the rules for reading more quickly. But in the end they gave up. It was my impression that they considered that a more satisfactory solution was to employ research assistants to do the work for them.

The second thing we did to try and help Members of Parliament was to provide a vertical file of the indexing service of the Parliamentary Debates in which we arranged their speeches and the answers to Parliamentary questions. The main index was, of course, prepared by Hansard. As far as I can remember, the debates were arranged under the name of the Member of Parliament and the Subject of the *Answers to Questions* that were prepared from time to time.

It is likely that some Members of Parliament used the Debates to gain wisdom. They read the pearls of their colleagues and they became wiser and better servants of the public. There were others who did not use the debates in this way. They used them, and the information they contained, as weapons to expose the stupidities of the opposition. It was used in the games of the jungle. I knew of one Member who combed the Shorter Oxford Dictionary to find esoteric epithets with which he could vilify an opponent. I cannot recall whether the professional library advice that he received at the time referred him to the Oxford English Dictionary where the invective is in greater abundance and where the historical detail is extremely helpful and interesting. I say this without cynicism.

Members of Parliament are supposed to be decision makers but the constraints under which they must operate make the process of decision making, and the impact of those decisions, a nebulous and confused process. It is difficult to see how this can be altered.

One of the conventional remedies to assist decision making is to develop a system of committees to a greater or lesser degree of sophistication. Some librarians who are interested in the machinery of bureaucratic politics have been lured away from librarianship to the charm of the committee system. There they have found that their professional skills in collating information have been extremely useful. I do not know whether their job satisfaction has increased or decreased, but the system to which they have become attached, no matter how skilful they are, remains suspect. Committees are often places where the ritual of appearing to make decisions is more important than the actual decisions or non-decisions that are made, and Crossman's scepticism about his opportunity, not his personal capacity, to make decisions seems to me to have some validity.

Who then does make decisions? It was Crossman's implication that it was the bureaucracy. It was the civil servants, who made important decisions, and prevented politicians from making fools of themselves. Mostly, this means us, because it seems to me permissible to include within the definition of a bureaucrat, anyone who works for a government department or a large organization, though it is arguable, I suppose, whether the definition should be extended to include universities and large corporations.

So as decision makers, we are extremely wise people and the country is lucky to have us because we have got a lot of sensible things to say about very important matters.

Let us look at an outsider's comment on this. Professor Charles Kerr was a member of the Fox Commission on the Uranium Environmental Inquiry. He commented on some of the matters relating to the Fox Report and, in particular, his critical remarks . . . 'were aimed at the possible bureaucratic wranglings between the Federal Government and the Northern Territory administration that could jeopardise the report's domestic environmental recommendations — on safety standards for miners, the control of radioactive radon gas from uranium railings [*sic*], the setting up of the national park and the enforcement of aboriginal land rights.'

> '"All these need a standard of administration which we have not seen much evidence of . . . It is perfectly obvious from the transcripts of evidence at the inquiry that the people who would not tell us what is being done or should be done were Government officials. This one class of person provided very unsatisfactory evidence".'(3)

If we can assume for the moment that government officials and public servants are decision makers, then we must also assume that some of them do not make effective decisions because they do not appear to know what they are doing or indeed, what they ought to be doing in some important situations. Perhaps I should have said that we do not know what we ought to be doing in some important situations.

This is regrettable because we sense that public services are increasing in size and complexity so that the largest departments in Great Britain for example, are bigger than most private companies.(4) The demands made to improve their efficiency are occasionally confusing. One suggested method of improving the efficiency of staff is increased mobility between departments.(5) It appears to me that there is almost an irresolvable conflict for libraries between the need for staff mobility to gratify career requirements and the need for stability to ensure the development of expertise. It is a difficulty that is enhanced by the salary and superannuation barriers between local governments, universities and the public services.

Senior decision makers often find it difficult to think objectively about the objectives of their department and the professional responsibilities associated with it. How often for instance, do the most senior members of government departments write innovative papers on professional matters relevant to their departments? Probably not often. The intrusion of administrative matters is very difficult to avoid. It seems to me that it would be most interesting if all heads of government departments were compelled by Statute to personally write a paper each year on innovations in their area of responsibility. As a corollary to this all heads of university faculties should be required to administer every one year in five, the departments about which they are invited to give advice by the media. This would be instead of sabbaticals. On the one hand it would reveal those who really did know what their departments were doing, and on the other hand by matching deeds with words it would provide stimulating amusement for the public.

If decisions appear to be confused in government departments it should be remembered that not only are departmental portfolios changed, and the consequent responsibilities of senior officers changed, but even where they are defined it is not clear who makes the decision. This point was made by Lord Crowther Hunt who was a member of the Fulton Committee established by the British Government to investigate the British Civil Service. As a member of the Wilson Government, one of his principal responsibilities was to give advice on the devolution of Scotland. He was the government's constitutional adviser on the devolution of Scotland. When referring to this matter last year he made it clear that it was almost impossible for him to say what were the most important decisions and who was responsible for them.

> 'I am not all that sure that I can point to a particular meeting and say that, there, the crucial decisions or decisions were taken.'(6)

Partly, I suppose, this is because so many of the decisions were consensus decisions. I suppose it is consistent with our social mythology, that decisions by groups are somehow better than decisions by individuals. Perhaps they are safer but they are not necessarily better. It is a point of view that was neatly summarized by the Charles Addams *New Yorker* cartoon of a father and a small boy walking along the street of a large city. On every side there are massive buildings in front of which are podiums bearing statues of groups of people. The caption reads:

"There are no great men, my boy — only great committees."

Now I want to try and see if, for a moment we can leave the ambiguities and subtleties of decisions made by politicians and public servants and observe the decision making process in science. I choose science because ostensibly it allows us to evaluate the circumstances affecting the decisions of research workers searching for facts. The value of science upon our lives, is perhaps, more acceptable than the professional rhetoric of politicians.

Some interesting comments on how scientists work is given in James D. Watson's: *The Double Helix*. You may recall that Francis Crick, Maurice Wilkins and J. D. Watson were awarded the Nobel Prize for their work which led to the solution and structure of DNA. Watson makes the fundamental point that 'science seldom proceeds in the straightforward logical manner imagined by outsiders.'(7) Also the 'styles of scientific research vary almost as much as human personalities.'(8) There is, therefore, little in the nature of scientific method that suggests there is much consistency in how

P2

decisions are made. Certainly Watson used key articles and books and discussed research data with his colleagues and competitors, but some of the information was available to others. Some of it depended on the results of research that was confidential until there was a break through. Although in theory information may be shared with colleagues, in practice it is clear that generosity becomes selective. After the discovery is made, particularly if it is successful, then modesty is no longer a virtue. Results are published.

At this point there are two matters relating to the results of science that I should like to discuss. The assumption has been made by some reputable scientists that there would be considerable social benefit if the facts of science could be established beyond dispute. For this reason some scientists have suggested that a science court should be established. The argument has some relevance for us because it appears to me that an ingredient of the conventional wisdom of librarianship is that because librarians have accepted the responsibility for providing information to their users they have also accepted the responsibilities for providing the correct information. Somewhere amongst the data they find is a nugget of gold, the item of information that is crucial to the user. Sometimes this is correct.

But it is not always correct and difficulties are often most obvious in relation to controversial issues. The purposes of the science court would be to establish the facts concerning 'the technical aspects of controversial public policy issues.'(9) Conceivably it could identify the main questions concerned with the issue under debate, it could preside over the arguments of adversaries, and then pass a definitive judgment that could be used by policy makers, presumably they would also be decision makers.

The main problem would appear to be, however, that policy makers are often expected to make judgments on issues when all the evidence is not known. Perhaps it is appropriate to quote an example that is before us at the moment. The following extract is from the Ranger Uranium Inquiry First Report.

> 'High-level wastes constitute a serious potential problem. Because of the long life of some of the isotopes, and the extraordinarily long life of a few, the problem must be viewed more in a global context than is the case with other aspects of the nuclear fuel cycle. It is almost universally agreed by governments and by the nuclear industry that those wastes must be disposed of in such a way that they will remain isolated from the biosphere for hundreds of thousands of years. While experiments have been going on for many years, no method of disposal which clearly will satisfy this requirement has been proved. Many scientists are satisfied that vitrification and geological disposal is a safe method, but this is still in the experimental stage.'(10)

The crucial point is that we are uncertain about the safety of storage methods of nuclear waste but we still have to make a judgment about it. Even if there wasn't the degree of doubt about waste disposal the same difficulty in making moral and political choices about this particular issue would probably still be experienced.

The essential point is then that if we are involved in the presentation of information we may also be involved in a situation where the issues are socially important but where the facts are uncertain.

There is also the further problem concerning what degree of responsibility that we have to accept for the information that we provide. Once upon a time it was commonly accepted that public librarians were not responsible for the misuse of information provided by them. Presumably a counterfeiter makes decisions and if he becomes better at making money by using the information on printing techniques in our libraries then that is one of the legitimate rewards of higher education. But the conventional professional view is that his success in his profession is not our responsibility and is not something for which we are happy to claim credit.

Ironically, of course, we are not always so modest. If the counterfeiter is caught and goes to jail and becomes a famous artist we are very happy because our books have been used successfully to improve the performance of the disadvantaged.

Let us look at some other examples. Early this year that eminently reputable scientific magazine *Nature* reported some of the results of a survey on earthquake prediction. One of the purposes of earthquake predictions is to save lives. One of the results of such predictions, assuming that they are effectively publicised, is that they can cause severe economic depression and social disruption in the danger area.(11)

What does the librarian do in such a situation? Make a judgment and present information that may cause severe hardship to the community, or put *Nature* on the top shelf and remove the ladder?

If the example appears a little far-fetched let me refer to a situation closer to home. Fraser Island as some of you are probably aware is a large and beautiful island off the Queensland coast near Maryborough. As you also no doubt know sand mining, which until recently was a major industry in the area, has been banned by the Australian Government. It has caused considerable hardship in an area where there was already a recession in local industries. The ship building industry for instance, had closed down.

One of the key figures in FIDO (Fraser Island Defence Organisation) was not a librarian but an adult education officer, a public servant. I do not think that there is any doubt that his role in preventing sand mining was critical. The question that I am putting is simply this: if there had been a librarian in that area with strong opinions about a particular side of the case what should he or she have done?

Because of the role played by the officer concerned it was stated that subsequently he could not participate in preparing an adult education film on uranium mining. A library has since been established at Maryborough and I have occasionally wondered what would have eventuated if for whatever moral arguments seemed appropriate, the librarian had displayed material which appeared to present a case for sandmining even if it was presenting both points of view. Jobs were affected and the emotional temperature was high. It is very easy for those who do not wear the scars of battle to say that people in positions of responsibility should make certain decisions about a particular course of action, and ignore the pertinent ethical questions involving our profession.

Let us look at the implications of trying to come to terms with the problem in another context. In the State Library we have attempted to provide an opportunity for enlightenment as best we can. We have held debates on a wide variety of topics including abortion, drugs, women's rights and uranium mining. We always have been able to satisfy questions concerning our interest in them by saying that different points of view were presented. We have gone to some trouble to do this and we have not imposed any kind of censorship.

The nearest that we came to it is that I asked that a large poster containing a poem about women's rights with several four letter words in it to be shifted from the entrance to the exhibition to another section of it where it blended more effectively with the décor.

In many of the topics there is no doubt that people are strongly committed to a particular point of view. They have not hesitated to visit me at my home to make sure that they can express a protest and solicit a seat in the front row of the audience. They have not hesitated to participate. But in the debate itself I do not know who has convinced whom. On such occasions the State Library has attempted to do what it could to display its resources. We have also dutifully drawn attention to the material of other libraries. We have attempted to create a situation where people in the community could discuss the issue. All of the people we contacted were either making decisions about the issues concerned or trying to influence others in making decisions. To some extent we are doing what other agencies are also trying to do, particularly through radio and television. Our attempt to provide a forum of discussion is nothing new and is consistent with what public libraries have done in other places.

But because the social climate in which we live has changed, it seems to me that some questions must be answered in such situations about the objectives and the processes used. Libraries are part of the tradition of learning that distinguishes barbarism from civilization. This involves a respect for the artifacts of learning, for the materials that capture ideas associated with the arts and sciences, for books, for the tradition that learning is valuable for its own sake, for the processes of dialogue between people and cultures that allows truths to be established, errors to be avoided, and emotions to enrich human creativity. It is a democratic process. It is a process based on tolerance of different points of view. It is a process that enlists the human imagination to harness emotion and reason, to create visions of worlds beyond ourselves. Libraries are part of civilization. They are a tribute to important social values.

Another aspect of the library ethic is the belief that libraries must expose alternative points of view. It is an essential ingredient of the democratic process. It informs the group through enlightenment of the individual. Reading is generally a solitary process, a private act. This is workable because the debate is then between the author and the reader and the reader is usually someone who is prepared to abide by the rules. He is prepared to engage in a private discussion with the author and proceed on that basis.

It becomes much harder to decide how the library should act when it seeks to inform a *group*. In such circumstances the exercise in communication is much more difficult. Instead of communication between the book and the reader it may become an emotional shouting match between factions. Partly it comes about because of our fixation concerning the provision of information. I shall return to this again in a moment.

Effective communication is further complicated by the new orthodoxy that participation by all interested parties to the theme is essential. But this presents two problems. Firstly, it is likely to be a great deal harder in the future to persuade people to participate because they will be older and the average age of the community will continue to increase. Secondly, participation does not necessarily mean that sensible solutions to problems will be made, or indeed that any solutions to many important problems will be found at all. Participation by all interested parties will not necessarily solve the economic problems which face us today.(12)

Participation is attempted in many ways and I can see its relevance say in children's work in public libraries, or in developing better management methods for the library. But if we are talking about developing a program of participation by the community concerning the vital issues of the day, if we are relying on the process of participation to inform people, then I am convinced that we can only expect limited success. One of the dangers of participation is that it is a device for persuasion. The rhetoric of persuasion is not the best way to make decisions.

Participation can often, I believe, be a device for avoiding decisions. The whole business of checks and balances that is part of the democratic process can become extremely cumbersome. Decisions are put off, or elaborate games are played pretending that the 'consensus view' is a decision. The constant deferment of action can be very frustrating to people who actually want to make a decision and act upon it.

Our belief that we ought to be able to participate in some useful way in providing essential information is very strong. Several years ago during President Kennedy's period of office, as some of you may remember, a Science Advisory Committee was established on *Science, Government and Information*, to recommend better methods of organizing and distributing scientific and technical information.(13)

I am not going to recapitulate the substance of that report but its relevance to this paper is that it provoked a hostile response from librarians and provoked an explanation by Alvin Weinberg, Director of the Oak Ridge National Laboratory, who was a member of the Committee. He read a paper to the Association of College and Research Libraries and the American Library Association. He began it by saying

> "I have been the Librarian's *bête noire* ever since the report was issued. There is a rumour that a librarian in California ceremonially burned *Science, Government, and Information.*"(14)

Partly at least the hostility that the Report generated was caused by the feeling that in the important business of deciding what was important for scientific and technical research, librarians were ignored. The contribution that librarians could make in organizing information was overlooked. What the report did, however, was to pose questions concerning the roles of specialists and librarians in organizing the abundance of scientific and technical information.

To some extent we had to resolve this role problem when I worked in the Commonwealth Parliamentary Library as it was then. The Library had started initially as a conventional type of library reference service for parliamentarians. There was an invisible natal cord attaching us to the National Library. I use the word "natal" advisedly because the conveyances that sped between the National and the Parliamentary Library were called delivery trucks. Problems of identity arose when the Library was enlarged to include research or subject specialists. Although I must be classed as a biassed witness, in my view the discussions, many of them fairly intense, were essentially about the best way of providing information to Members of Parliament. In deciding this, we had to clarify the respective roles of the librarians and specialists. A similar situation had existed in the Library of Congress. The services offered by its Legislative Research Service were the subject of a joint Congressional committee of inquiry and matters very relevant to the respective roles of librarians and subject specialists were discussed. In my opinion there was clear evidence that an assessment of the type of work carried out by the Legislative Research Service showed that specialists became impatient and frustrated when they had to answer reference enquiries. They wanted to write briefs, give advice and develop expertise within their area of specialization. Congressional Representatives, however, did not only require that kind of information. They needed the

217

kind of answers provided by a ready reference service. The result was that a special reference unit was established.(15) The speed with which information was needed was the critical element. When the crunch came, the reference skills of librarians were seen to be important and the organization was changed so that they could be accommodated.

In talking about providing information to those who need it a further point concerns me. I wish that there was some easy way to convince those who need information that it cannot be provided cheaply. Let me give an example, again based on my experience in the Commonwealth Parliamentary Library. It appeared to us that in trying to improve the speed of service to members, that broadly speaking, you had to develop the library in two ways:

Firstly, you had to organize your service to *react* as quickly as it could, secondly, to try to *anticipate* what people would ask for and have the right information ready for them. We also wanted to reduce the problem that Members of Parliament had in coping with the tremendous quantity of information supplied to them, and we wanted to help them inform themselves about what was going on in their area of interest.

Basically this was the rationale that led us to develop the *Current Information Digest* in its original form. This entailed a graduate perusing magazines for topical material, and preparing abstracts under broad headings such as Foreign Affairs, Education and Welfare, which were then distributed to Members of Parliament. It was up to date and useful. In my view, the Legislative Reference Service did this fairly well.

Later it was allocated to the Legislative Research Service where it was prepared by subject experts amongst their normal duties of preparing briefs. The bulletins gradually became more out-of-date so that the term current became a misnomer and the service has now, I believe, been stopped. Another Service called *Index to Current Information* issued by the Reference Service has now been developed. It is, I understand, most successful. If we are to cope with great quantities of material some kind of pre-sorting mechanism for decision makers is essential. The range of subjects is enormously comprehensive. If it is to be done at all, I believe that it must be carried out by people who have a specific and clear responsibility for probing the issues of the day for relevant articles to abstract. I do not believe that it can be done as well in an academic or public service environment where the temptation to be unproductive is too obvious. There must be constraints and pressures to ensure that the probing and evaluative processes are maintained. The dangers, of course, are that those who come within the parliamentary sphere of influence will think only in terms of short term issues. In practice, however, when current information service bulletins were produced this did not seem to be a real danger.

Quite apart from whether librarians or subject specialists could do it best, it seems to me that three qualities are needed on the part of those producing such a service: intelligence, an ability to write clearly and succinctly, and a nose for what is topical. These three attributes are found in a good journalist. I should like to think that librarians have them.

I am as aware as you are that one of the main functions of libraries that we have presented to the community is providing information. I am also aware, as you probably are, that the *Royal Commission on Australian Government Administration*, commonly known as the *Coombs Report* sees this also as a legitimate role for libraries.

In doing so, it refers to an important problem which I do not think has been sufficiently understood by librarians, i.e. providing too much information. The report states the problem by saying that '"snowing" with information is a recognized technique of obfuscation.'(16) So it seems to me, therefore, that the problem of selectivity to which I have referred still remains very fundamental.

The *Coombs Report* also mentioned how undesirable it was that so much information that is available to Ministers and to public servants under privilege is unavailable to the general community. This is the reverse of the problem with which I have been dealing. It is an extremely important one. The Report also indirectly makes a point that is not sufficiently understood by librarians. A great deal of information that is used by government officials, and presumably many non-official influential opinion-makers, is not the kind of conventional material that is handled by librarians. It is primary source material, files and records, that eventually becomes part of an archives repository.

I can see no way by which libraries can control this type of material unless it is edited and processed by Departments into a form that can be used by the community. It seems feasible to me that a Government Department or a Trade Union could go before an arbitration hearing for instance, using little more than the records of precedents and previous cases contained in its files. I am not sure that we can do much about that situation or should try to.

In concluding let me return to the fundamental problem of selecting relevant material for the people we serve. I wish that I knew of some sure and positive formula for selecting material that will be used by the opinion-makers of our community. I do not. And yet I can see that the need for one exists. In future, libraries will have more limited resources than they have had in the past. They will have to develop methods that will allow them to predict as accurately as they can the material that will be used. We have tried to do this in the State Library in Queensland with limited success. By analysing stack request slips for over two years, we have assembled information that we use in decisions on discards. But we adopted a similar procedure on inter-library loan requests in Government Department Libraries without any success. The subject scatter was too wide and too spasmodic to indicate any consistent pattern of usage. So we discarded it.

In conclusion may I suggest some questions which I believe impinge upon the theme of this paper.

1. I referred to the ambiguities of the term 'decision maker.' In an age of personal commitment is it proper for librarians to maintain their tradition of non-commitment to social issues? Are there potential issues so important in society that librarians should openly demontrate their allegiance for a particular position?
2. How can we decide what is relevant for users in our collections? How can we decide what to select for them when there is an abundance of information and limited resources to buy it? Do we know enough about the usage of our collections to suggest to the governments that supply funds that we effectively use the money they give us? As managers are we good decision makers?
3. The library is often seen as a place that perpetuates the individual relationship existing between the book and the author. Is this still important in an age of group participation?

May I conclude on an ambiguous note by quoting from J. K. Galbraith's book 'The Age of Uncertainty.' It is a title which I find especially pertinent

219

to the theme of this paper. When speaking of Lenin and his age, Galbraith said, 'The library was the source of the first of the weapons of revolution; this was the tract or pamphlet. Every revolutionary task required one. When Lenin left the library, it was to involve himself with the second instrument of revolution. This was the conference.'(17)

In Hobart I find the thought of libraries, revolution, and conferences a most intriguing one.

In describing the various types of conferences Galbraith goes on to say 'of serious conferences very few are to exchange information and fewer still are to reach decisions.'(18)

I hope that we shall not all decide to rest in peace!

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The Eighteenth-Century STC in the Australian Context

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The first stage in the bibliographic control of early English printed books was reached in 1926: that was the year in which *the* STC was published — i.e. *A Short-title catalogue . . . of English books . . . 1475-1640*, edited by Alfred Pollard and Gilbert Redgrave.(1) Pollard and Redgrave and their collaborators had the precedent of the British Museum's 1884 English catalogue(2) in stopping at 1640, but 1640 is a logical terminus for reasons both literary and historical. Not unconnected with their decision, however, was the veritable avalanche of polemical writings of the next twenty years, a large proportion of which were preserved by the London bookseller George Thomason, whose collection is now housed in the British Library.(3) The 2008 volumes of the Thomason Collection comprise 22,255 pieces — i.e. not far short of the number of items included in Pollard and Redgrave.

The next stage in the progress of bibliographic control was reached in 1951 with the publication of the third and final volume of Donald Wing's *Short-title catalogue . . . of English books . . . 1641-1700*, the earlier volumes of which had appeared in 1945 and 1948.(4)

By 1951, therefore, there existed two union catalogues, covering between them English books published before 1701. In the past 25 years two separate activities have been in hand. First there has been the revision of the two earlier STCs, Pollard and Redgrave at Harvard, Wing at Yale. The first volume of the second edition of Wing has already appeared,(5) and the second volume is imminent. And one volume (the I-Z sequence) of the revised Pollard and Redgrave — now to be in two volumes plus a third volume of indexes — appeared last year.(6) Then there have been the intermittent attempts to organise the human and financial resources necessary to extend bibliographic control into the waste land of the eighteenth century.

1640 has a certain logic as a terminus; Wing's 1700 has mere chronological convenience. In the eighteenth century there are no obvious dates which suggest themselves as being more reasonable termini than others in the progress of bibliographic control, and it seems to have been accepted in Anglo-American circles that the whole of the century is the province of the next STC. 1800 is a bibliographically significant date: it was the year in which the 3rd Earl of Stanhope perfected his iron press, but it may be fair to say that the prospect of doing an STC for the whole of the century has frustrated any attempt.

The revised Pollard and Redgrave will contain about 30,000 entries; the revised Wing somewhat under 100,000. Leaving aside the question of what printed matter will qualify for inclusion in an eighteenth-century English STC, what is the magnitude of the task? The estimates range from half a million(7) to 1,400,000.(8) The Pollard and Redgrave STC was the work of a group of a dozen-or-so contributors. Wing's STC was compiled single-handed — a constant source of amazement. Clearly the compilation of an eighteenth-century STC is beyond the powers of a group of a dozen but the choice of terminus has implied such massive human resources that no one has been able to marshal them.

The period before 1962 is not barren, but according to R. J. Roberts 'serious discussion of the problems of an eighteenth century STC goes back to about 1962, when the Bibliographical Society set up a Sub-Committee on the project which invited the views of a large number of experts, both British and American.'(9) The duplicated report was not made public, and I have not seen it. The Bibliographical Society's lack of enthusiasm for assuming responsibility for an eighteenth-century STC has been due in no small measure to the editorial costs involved, especially at a time when its financial resources have been dedicated to — among other things — the revised Pollard and Redgrave. The obvious concomitant of massive human resources is massive financial resources.

In the past fifteen years various names and projects have arisen in connexion with an eighteenth-century English STC. Gerald Edes Bentley made new proposals to the Bibliographical Society in 1969 — Roberts mentions some of the specifics in his 1970 article. The Eighteenth-Century Short Title Catalogue Committee (nerve centre the University of Iowa) was sufficiently well organised to have issued at least one newsletter, in June, 1970.(10) John Jolliffe announced at the San Francisco Rare Books Pre-Conference in June, 1975 that the Xerox Education Group intended to compile and publish an eighteenth-century English STC,(11) though Bowker report that they 'still have no firm plans regarding this project.'(12) The San Francisco Pre-Conference was devoted to eighteenth-century English books: two papers were specifically devoted to an STC, but the subject crops up repeatedly in the others. Wm. Dawson & Sons. have announced plans for an Author Union Catalogue for the period 1701-1800, to be published in 1979 as part of their Project for Historical Bibliography.(13) And there are other schemes. Suffice it to say that in the past decade there has been a continuous concern with the means of producing an eighteenth-century English STC but that the obstacles have yet to be surmounted.

One reason for the increasing confidence of recent years has been that in such large-scale compilations we now have a valuable ally in the computer. The new editions of Pollard and Redgrave and Wing have both been produced by the traditional method of writing, accumulating and shuffling cards, but no one doubts that a successful eighteenth-century STC will make use of computing capabilities. Experience has already been gained in the application of computers to the compilation of catalogues of early printed books, notably in the LOC project and the HPB project. (LOC = British Museum, Oxford and Cambridge; HPB = Hand-Printed Books). The LOC experiment — now apparently abandoned — is succintly described by the sub-title of the published report(14) as 'investigating means of compiling a machine-readable union catalogue of pre-1801 books in Oxford, Cambridge and the British Museum.' HPB is an on-going project, based in London, Ontario, which at the moment records the partial holdings of pre-1801 books from selected libraries in Australia, New Zealand and Canada, though its potential is unlimited; its sub-title reads 'describing an experiment in creating a universal bibliography of hand-printed books by using the computer's memory bank and by developing a step by step cumulation of existing records.'(15)

At this point, enter the American Society for Eighteenth Century Studies. In 1975 ASECS made a Research Tools Survey in order to find out what reference works its members wanted.(16) Understandably there was support for a short-title catalogue. The next step was that the National Endowment for the Humanities, who had financed the Research Tools Survey, provided a grant which enabled representatives of ASECS to meet British representatives at the British Library in June, 1976 to discuss 'A Feasibility Study for an Eighteenth-Century British Short-Title Catalogue'. The record of the June, 1976 proceedings has been published on microfiche under the title *London 76*.(17)

In the words of the conference communiqué:

> The results of the week's deliberations were positive: such a catalogue could be compiled, and an organising committee has been appointed to explore further a number of issues raised at the conference, but clearly incapable of swift resolution. In particular it will investigate procedures necessary for making a practical start on the catalogue itself.(18)

At present a team under the direction of Robin Alston is recataloguing the eighteenth-century books in the British Library, thereby uncovering uncatalogued material as well as eliminating the inconsistencies of the printed catalogue. The Drafting Committee's plans call for the completion of the British Library cataloguing project, an Operational Test project at the New York Public Library, an American Imprints Publications Project, and a U.S.-U.K. Enrichment and Publication Project, the whole to be completed in the fateful year 1984.(19) I have seen no statement about financial guarantees for the project, but there is certainly optimism in the air.

Another factor which will complicate the task of the editors of the Anglo-American project is the wider dispersal of eighteenth-century English books. Particularly in the Pollard and Redgrave period English books before the eighteenth century were not widely distributed at the time of publication, and in this century the flow of non-institutional volumes has been predominantly to the major libraries of the United States. But later books have been more widely dispersed both at the time of publication and as a result of later buying — certainly by the time that institutions of the newer Anglophone countries were able to buy older books on a large scale the eighteenth century was all that was left. It must be acknowledged that especially in the eighteenth century Australian (and New Zealand and Canadian) libraries have a part to play in the total record.

As far as Dr. Wing was concerned the Southern Hemisphere might as well have not existed; speaking of the Australian and New Zealand Wing lists of the early sixties, he had this to say:

> I have not finally decided how to handle the impressive list of seventeenth century holdings in Australia and New Zealand . . .There is little in this volume that is new to us and Hugh MacDonald's Dryden collection, while vital to local scholars, is not very important now for the reader in this country or England. I suspect that Cameron's work will suffice for local consumption.(20)

His final decision was — on the evidence of the first volume of the revision — simply to ignore the lot, even though among them were approximately a hundred additions to his catalogue.(21)

The revised Pollard and Redgrave does now include in the list of locations three Australian libraries and two New Zealand,(22) while others — such as the Auckland Public Library — appear in entries, but sufficiently rarely to be not included in the list. Generally speaking, the antipodean locations are selected from the first HPB report in order to supplement the American side of the semi-colon when otherwise there would be fewer than five locations there. No particular attempt seems to have been made, however, to discover the extent of Pollard and Redgrave holdings in the two countries — indeed there are some items in local libraries still not to be found in the revision.

But the Anglo-Americans are aware of the potential contribution that we can make: ASECS has admitted that "the number of copies [of] ESTC books in Australia and New Zealand and on the Continent of Europe may exceed our expectations considerably,"(23) while Roberts goes as far as to say that 'Australian locations for 18th century books will be both necessary and desirable.'(24) If we want to be part of the enrichment process we should establish formal contact with the Anglo-American project and set to work.

The earlier English STCs have been based on the holdings of a dozen large libraries, supplemented erratically by scores of lesser libraries. Experience shows that libraries outside the normal Anglo-American circuit cannot be ignored. I have already referred to Wing items in the Antipodes, but precise figures are available for one particular library overlooked by Wing in his first sweep, The Library Company of Philadelphia: in their Wing catalogue(25) of just under 4,000 items there are 278 additions and 750 variants — i.e. over 25% of the whole are in some way novel. Alston's experience in compiling his *Bibliography of the English Language*,(26) based on the holdings of some 2,000 libraries is the same: he observes 'that scholars have tended to neglect the resources of European libraries . . . . A survey of Continental libraries for STC books might add a further 5 per cent.'(27)

In preparation for the London 76 conference Alston prepared a checklist of editions of works by Joseph Addison.(28) His aim was to test the belief that an eighteenth-century STC could be compiled basically from a conflation of the holdings of the British library, the Bodleian and the University Library, Cambridge, with enrichment from specialist libraries. On the basis of this sample (from 80 libraries in the British Isles) he was able to conclude that LOC holdings might be as low as 50%. The appearance of the Addison checklist was opportune, since it provided a yardstick against which to measure Australian holdings, as reflected in the catalogues of the three major Melbourne libraries and NUCOM. The checklist has 'deficiencies and faults,' but there are several items in Australia not held by LOC libraries, as well as four which are apparently not held in the British Isles. Here we have a demonstration of the value of Australian resources to the bibliography of eighteenth-century English publishing.

The universe may be anything from a half to one-and-a-half million items, but how many are held in Australia? Dr. Cameron's estimate in 1966 was 33,000.(29) If that figure was reasonably close would a present figure surpass 50,000? — i.e. half the bulk of Wing.

At this point perhaps we should take stock of what catalogues we already have of early English books in Australian libraries. For the Pollard and Redgrave period: nothing. For the Wing period: the admittedly far-from-complete catalogue compiled by Cameron,(30) plus the two supplements in the *Australian Library Journal*.(31) For the eighteenth century: the Cameron and Carroll *Short title catalogue . . . of English books . . . 1701-1800 held in . . . the Australian Capital Territory*.(31a) Cameron's Wing catalogue contains 2000-odd items. If we were to suggest that 50,000 is a manageable figure, then a catalogue of English books 1475-1800 is likely to swell the figure to less than 60,000. Since our records are so imperfect for the Pollard and Redgrave and Wing periods there is every justification for applying our energies to the compilation of a catalogue of all pre-1801 English books.

And if all English books, why not books in other languages? For the incunabula period we already have Foxcroft's *Catalogue of . . . the Public Library of Victoria*(32) and Kaplan's *First Census*.(33) For the sixteenth century we are soon to have a catalogue of the 2000 items held in New South Wales, compiled by John Fletcher and Rose Smith.(34) For German pre-1801 material we already have Fletcher's *Short-title catalogue of German imprints.*(35) And for French pre-1801 material there is Wallace Kirsop's catalogue, still only in manuscript form. In fact, the non-English material is much better controlled than the English, and there is probably much less of it than there is of English material.

Two considerations suggest that *all* pre-1801 imprints should be included in any Australian STC. One is the widespread practice of isolating in Special Collections or Rare Book Rooms all such imprints. The other is the economy of effort involved in recording in one sweep all early imprints in smaller libraries. Though eighteenth-century English books no doubt account for more than half of the holdings of early printed books in Australian libraries, if an STC *is* to be compiled it seems desirable and feasible not to limit its scope to that of the Anglo-American project. Indeed, to anticipate: the discussions which have taken place recently suggest that there is widespread support for an all-embracing Australia STC.

Lest it be thought that there is anything particularly novel in the suggestion that the bibliographic control of early printed books in Australia be extended, I must refer to Kirsop's 1963 article,(36) 'Union Catalogues of rare books . . . in Australia,' to Cameron's challenge in his Wing catalogue, and to the proposal for an eighteenth-century English STC which preceded Cameron and Carroll.(37)

However, the present moment appears propitious for a concerted attack on the STC front. A new spark was struck at the Fourth Biennial Conference of Australasian Historians of Medieval and Early Modern Europe held in Adelaide in May, 1976. The historians' interest was in Australian holdings of Pollard and Redgrave books, and they passed a motion urging 'the desirability of providing such a list as an invaluable aid to research and scholarship.'(38) The historians also considered that 'the funding and co-ordination of the project could most efficiently be managed by an institution such as the Humanities Research Centre.'(39) A preliminary meeting of interested people was held at the Humanities Research Centre in August last year, at which Professor Johnston agreed to act as editor-in-chief of what was provisionally labelled the Union Catalogue of Early Printed Books in Australia. Professor Johnston's death has produced a hiatus, but now the Bibliographical Society of Australia and New Zealand has assumed the mantle of co-sponsor with the Humanities Research Centre, and a meeting of interested parties has been convened for this coming Saturday (3 September) in Melbourne.

Assuming that there is agreement on Saturday on the desirability of an all-embracing Australian STC, how are we going to go about it? Many of the problems to be resolved are the same ones facing the Anglo-American project.

What to include? The Anglo-Americans spent much of their time discussing what should be included (or perhaps what could conveniently be excluded): English printing in Calcutta? periodical publications? legal forms? parliamentary papers? and so on. Inevitably there is a conflict between the inclusivists — interested in various types of specialised material — and the exclusivists, who wanted to keep the project within manageable proportions. Presumably periodicals will be excluded from the Anglo-American project, and no doubt the definition of ephemera will be sufficiently generous to exclude material included in Pollard and Redgrave, such as legal forms and bookplates. Even with a universal language and period scope the Australian STC is of so limited a magnitude as to be capable of recording anything containing letterpress — i.e. it should be as inclusive as possible.

One consideration in embarking on a large-scale catalogue is the time taken to complete the project, i.e. the time that may elapse before the results can be used, the time that capital may be tied up. For example, by adopting a single alphabetical sequence Dr. Wing had to complete his manuscript before the first volume (A-E2926) could go to the printer. How to produce useable interim catalogues? In 1956 W. B. Todd suggested a qualitative approach, treating first — in chronological sequence — those publications thought sufficiently important to be advertised in the daily papers or included in the register in the *Gentleman's Magazine.*(40) But what the eighteenth century considered important is obviously not necessarily what individual researchers in the twentieth century consider important. We have David Foxon's *English verse 1701-1750* to suggest that progress might be on the basis of genres.(41) The Anglo-American project is proceeding essentially on the basis of institutions: the British Library holdings could well appear alone, and enrichment is possible even beyond 1984.

At the Canberra meeting in August, 1976 it was tentatively decided that the Australian project be divided chronologically: pre-1601, 1601-1700, 1701-1750 and 1751-1800. Such chronological divisions would satisfy certain groups of users, but the decision takes no account of the way that the cake has already been cut — in four of the seven possible combinations of time, language and location, e.g. sixteenth century + all languages + N.S.W., all periods + French + Australia, and eighteenth century + English + A.C.T. Whether interim catalogues are to be produced or not, the most efficient way of including every early printed book in an Australian STC is for the organising committee to accept the work already published (or in progress) and to encourage interested bibliographers to tackle the hitherto-neglected areas. In most states this will mean finding people to deal with the post-incunabula period in everything but German and French. The geography of Australia is itself a strong argument for the completion of catalogues on a regional basis, and I would suggest that progress will be speediest if interim catalogues are in general compiled on the basis of regional holdings of all pre-1801 imprints in specific languages. I would also suggest that language groupings are more likely than chronological to provide useful catalogues should the Union Catalogue of Early Printed Books in Australia not eventually be published.

What should be the source of entries? Should existing records be employed? The Dawson project is using existing records: essentially a scissors-and-paste job — despite being computerised — it is derived, in its initial form, from the catalogues of the LOC libraries. That the three are not consistent should cause no surprise;(42) that the British Museum Catalogue is internally inconsistent can be readily verified from the printed volumes. And the Addison checklist suggests that the LOC libraries may have as little as 50% of the total in any case. The Anglo-Americans have considered a similar proposal — the conflation of existing catalogues, starting with LOC —and a proposal to start with the *National Union Catalogue* of pre-1956 imprints,(43) which is presumed to contain a larger percentage of the relevant titles.(44) The advocates of accepting existing records are faced not only with inconsistencies — exemplified by NUC — in entry and description, but also with error, much of it plausible. Witness Fredson Bowers:

> At the very start of my investigation of Restoration plays, I asked the Union Catalogue for the holdings of American libraries that reported their acquisitions of rare books. The results were so jumbled and inaccurate as to be worse than useless. Facsimiles, even microfilm copies, were listed as regular editions. Dates were meaningless. Ghosts abounded. It was evident that most libraries reporting to the Catalogue their rare-book acquisitions scarcely knew how to identify a book in the most elementary sense.(45)

The only approach which seems to me defensible is for every item to be seen and described specifically for the STC, and I regard it as axiomatic that all candidates for inclusion in a Union Catalogue of Early Printed Books in Australia should be examined by the bibliographer concerned. (I am pleased to see that Alston's view has prevailed and that at least the British Library holdings are being recorded from the books themselves, with the incidental results already referred to.(46)) In Australia the size of the task is such that an examination of the originals is feasible — and the need for examination reinforces the contention that interim catalogues be produced on a regional basis. And prior segregation simplifies the procedure.

In talking of existing records I have not mentioned the Australian NUCOM, now at reel 40 (Ohio) of the projected 86 reels of microfilm. Is it any better than NUC? I would venture to say that it is not even as good. I acknowledge that in the best of all possible worlds all the information that we want would be recoverable from NUCOM. Quite apart from holdings not yet catalogued or for one reason or another not reported, there is the question whether NUCOM is capturing *appropriate* information. And then there is the limitation that NUCOM is still a collection of cards and therefore not yet capable of being manipulated to produce the indexes which are essential to catalogues of early imprints.

What should the entries include? Whether to rely on existing records cannot be divorced from the conventions to be adopted: if the existing records do not contain the requisite details then either the standards of the union catalogue must be reduced to the highest common factor of the existing records or else the catalogue has to start from scratch.

The conventional STC entry — as in Pollard and Redgrave and in Wing — comprises brief title, usually including the first words on the title page, whatever their function; imprint, with conventional ellipses, and date; format, in its bibliographical signification; and location symbols. The compilers of the earlier STCs were aware that their conventions might well obscure occasional non-transcribable differences between items, though they made some exceptions. Wing, for example, distinguishes items on criteria not usually transcribable when a descriptive bibliography is available for reference, such as Francis Madan's of *Eikon Basilike*.(47) And the new Pollard and Redgrave is much more sophisticated than its predecessor, for example in distinguishing editions of the Book of Common Prayer.(48)

In the eighteenth century — at least for English printing — there are complexities that Pollard and Redgrave and Wing did not have to contend with. Many of the printing and publishing variants could be recorded only if entries were to contain registers of press figures, an indication of the position of selected signatures, or perhaps 'fingerprints.'(49) While it would be unreasonable to expect entries to contain *these* elements, it is worth considering amplification of the record in ways much easier to accomplish.

But first I would stress the need to retain format as one of the elements.

Whereas in the period before 1701 few entries are distinguished by format alone — Bibles spring to mind — increasingly in the new century format *is* an element with discriminatory power. Take for example the extreme instance of the Foulis Press in Glasgow, whose publications often appeared in two formats (folio and quarto, quarto and octavo, etc.) as well as in various qualities of paper, and — in the Greek classics — with and without Latin translation, and therefore different make-up.(50) Remember that re-imposition for printing in a different format provides the opportunity for making textual changes.

In the eighteenth century there is also more variation in the make-up of volumes apparently the same, variation which cannot be recorded without some indication of the extent or make-up of the volumes concerned. For example the conventional STC entry obscures the fact that several volumes of the Foulis Press duodecimo Cicero of 1748-9 (Gaskell 101) have been partially reset, affecting the contents of individual volumes — a fact which, I add, has escaped the notice of the bibliographer of the press.

Make-up can be conveyed by recording either collation or pagination — Foxon actually records both, despite the element of redundancy involved. Pagination is certainly more regular in the eighteenth century; nonetheless, if the Australian project is to include pre-1701 material as well, collations — i.e. records of signatures — are to be preferred. Signatures are more consistent, practically always present, more informative — especially if cancellation is noted — and not always less concise.

On the subject of format and collation the Anglo-Americans were defeatist, according to their communiqué, though the project proper may be more confident. The communiqué reports that 'it was suggested that the STC formula ought to include . . . the vertical height of the title page in centimetres, and the pagination . . .' The reasons advanced were that the recognition of format 'was not always a straightforward matter,' and that the preparation of the STC records might be done 'by people who were not fully trained bibliographers.'(51) Vertical measurements should be dismissed immediately: before the widespread practice of edition binding in the nineteenth century the leaf measurement is not a characteristic of the edition. An uncut copy is one thing, but what would be the status of discrepancies in cut copies? Admittedly, large and small-paper copies might be revealed in this way (and in no other, lacking a record of watermarks).

To be sure the determination of format can be difficult, particularly in the second half of the eighteenth century, when wove paper is encountered and when gatherings in sixes are commonplace. Collations are a check on formats, however, and in fact if collations were employed it could be argued that formats need not be given. Nonetheless, the appropriate course is to 'fully train' people to undertake the compilation of STC entries. In Australia I would suggest that one valuable function which the HRC could perform is the organisation of short sessions of a day or two — in Canberra or Melbourne for example — to drill recruits in the conventions of the Union Catalogue of Early Printed Books in Australia.

So far I have advocated the recording of format and collation. But what about the titles themselves? Conventionally the STC entry is only as long as is necessary to identify the work in question. Wing's truncations are often severe — take his A320 as an example: Wing's *An account of the manner of executing a writ* continues in the original *of inquiry of damages: between His Royal Highness James Duke of York, &c., and Titus Otes*. I realise that printing and paper costs are involved, and I would hesitate to elevate

228

browsing and serendipity to a principle. But I advocate fuller titles for the generation of indexes (at least of proper names) which would be possible with machine readable records.

In the eighteenth-century English book trade there developed the conger system, whereby thirty-or-so booksellers might combine to publish certain books. Consequently imprints are at times dauntingly long, and it is not unusual to find them recorded in catalogues in the form 'By J. Nichols; for C. Bathurst, J. Buckland, W. Strahan, [and 33 other firms].'(52) The practice of truncating imprints — which the conference communiqué suggests the Anglo-Americans have espoused - (53) is understandable but regrettable, since omitted names cannot be indexed, and evidence for book trade history — particularly the provincial trade — is suppressed.(54)

The Australian project will not be embarrassed by large numbers of location for individual entries — it should include them all, though, no matter how numerous. I would stress that STCs of the Pollard and Redgrave and Wing kind are *union* catalogues which ideally should record the locations of all known copies. The notion that the ten-or-whatever locations constitute 'a guide to inform scholars where a given entry may most conveniently be consulted'(54) has always struck me as hollow — it's all relative, and in any case many scholars need to know where *all* copies are.

In sum I suggest that the Union Catalogue of Early Printed Books in Australia should be as inclusive as possible in covering all pre-1801 letterpress materials in Australian libraries; that progress should be on the basis of filling in gaps on a regional level wherever appropriate; that entries should be made from the books themselves, not from existing records; and that entries should comprise moderately-full title, complete imprint, format, collation formula and complete record of locations. Eighteenth-century English books are perhaps the most exacting of all to distinguish and describe, but we should extend the treatment we give them to cover books in other languages and periods.

No matter what other decisions are reached at the HRC-BSANZ meeting, agreement must be reached on the conventions to be employed in the final Union Catalogue so that work undertaken with that end in view will be capable of assimilation without further recourse to the books themselves. Obviously interim catalogues may exceed the conventions of the Union Catalogue — witness the provenance notes in the Fletcher and Smith sixteenth-century catalogue. But by the same token, the conventions of existing catalogues should not be allowed to determine the conventions of the Union Catalogue if there is reason to believe that they (the existing) are not appropriate: at some stage it may be necessary to expand the truncated imprints of Cameron and Carroll, or to provide the German entries with formats. I understand that the National Library already has records which include collations for most of the Cameron and Carroll books, so that the provision of formats is not the task it would seem to be.

So far I have assumed an agreement that an Australian STC is desirable. I know from the AACOBS meeting in August, 1976 that some chief librarians are chary, though I believe that their caution arises from an inability or a reluctance to commit their own staff to the project. If the HRC-BSANZ committee accepts a procedure such as that which I have advocated the project will be the baby of individual enthusiasts (who may *be* librarians), not of institutions. Librarians will be required only to make the pertinent records available and provide access to the materials. I hope the project will allay their fears.

Any scholarly activity requires a knowledge of what exists and of where it can be found. I assume that for any catalogue there are two broad audiences: those whose interest is textual, whose concern is for the content of the items recorded; and those whose interest is bibliographical, whose concern is for the physical characteristics of the items or for the evidence that they afford for the history of the book trade.

For any conscientious scholar working with materials of the hand-printed book era it is not sufficient to have access to one copy of a title in a specified edition. Above all else there is the possibility of stop-press correction: if a volume of five sheets has an uncorrected and a corrected state of each forme the number of possible combinations is 2^{10}, i.e. 1024. The textual scholar will at least want to take the precaution of examining as many copies as practicable before reaching any conclusions.

The bibliographer too may need access to multiple copies. In recent months I have been concerned to locate as many copies as possible of particular seventeenth-century editions of the English Bible in order to determine how far their press figures agree. It is important to have multiple copies in order to decide whether shared printing or separate impressions are involved. The most important volume — because the earliest — has turned out to be a 1629 roman quarto, of which at least two copies are held in Australia — neither of them recorded in NUCOM.

Bibliographers are also likely to be interested in the physical authors of books (as opposed to the intellectual authors) — i.e. the printers and booksellers — and access from those names is of considerable importance: I am certainly keen to know what volumes are held in Australia printed by Thomas Johnson in the early eighteenth century in order to assign dates to those which are undated. I would expect that the ultimate Union Catalogue will be computer-set and that indexes of printers and booksellers will be generated automatically. In this context it is worth noting that the drafting committee of the Anglo-American project has proposed that their final product be a Computer Output Microform catalogue, probably microfiche.(55) Bulk is not so critical for the Australian project — two or three volumes against their 50 — but if adoption of microform technology will ensure publication I will concur, especially if it will make regular updating, both of entries and locations, possible. Whatever the form of publication — and publication may not in a formal sense be necessary — storage in a manner which will allow retrieval from various aspects, such as location, printer, place of publication or date — i.e. corresponding to the special files maintained in some Special Collections — is most desirable.

The bibliographer of the Foulis Press will also want to see multiple copies in order to identify production units: as well as the variation in format and collation already referred to there are variations in paper, sometimes indicated by sigla on the first recto of each gathering. To have had access to a second copy of their 1757 edition of Cicero's *De Officiis* (Gaskell 332) would have made more definitive my account(56) of the extensive cancellation therein: as it is, that account does not resolve the ambiguities revealed by the one copy known to me—again not in NUCOM.

Also important in the same context — multiple copies of Foulis Press books — is the first edition (1768) of Boswell's *Account of Corsica* (Gaskell 473). Here bibliographical and textual interests combine: a knowledge of the distribution of a previously-unrecorded cancel in eleven copies enables me to say (with statistical advice) [illegible] there is a 95% probability that at least 500 of the edition total of 3500 contain the cancel.(58)

I hope that the preceding examples will at least have demonstrated that there are potential users for a Union Catalogue of Early Printed Books in Australia; that students of the transmission of texts and of book trade history need (a) access to multiple copies and (b) information of the kind not provided by conventional cataloguing; and that NUCOM is not a satisfactory tool for their needs.

Finally I revert to the contention that libraries outside the Anglo-American orbit cannot be ignored in the process of completing the bibliographic record, certainly as far as English books are concerned, and not only in the eighteenth century. The appearance of an Australian STC will, I hope, involve our libraries more intimately in the world of scholarship. Any future reviser of the Swift bibliography will profit from the riches of Monash and the National Library. Any reviser of the Foulis Press bibliography will profit particularly from the riches of the University of Melbourne and the State Library of Victoria. And so on.

I have passed over the value of a Union Catalogue in collection building, but I hope I have made a case for an Australian STC, and one compiled with the particular needs of textual and bibliographical scholars in mind.

Notes

(1) A. W. Pollard and G. R. Redgrave, eds. *A Short-title catalogue of books printed in England, Scotland and Ireland and of English books printed abroad 1475-1640.* London, Bibliographical Society, 1926.

(2) *Catalogue of the books in the Library of the British Museum printed in England, Scotland and Ireland, and of books in English printed abroad, to the year 1640.* 3 vols. London, British Museum, 1884.

(3) [G. K. Fortescue, ed.] *Catalogue of the pamphlets, books, newspapers and manuscripts relating to the Civil War, the Commonwealth, and Restoration, collected by George Thomason, 1640-1661.* 2 vols. London, British Museum 1908.

(4) D. G. Wing, *Short-title catalogue of books printed in England, Scotland, Ireland, Wales and British America and of English books printed in other countries 1641-1700.* 3 vols. New York, Index Society, 1945-1951.

(5) New York, Index Committee of the Modern Language Association of America, 1972.

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(8) *ASECS News Circular* 25 (April 1977), p. 3.

(9) R. J. Roberts, 'Towards a short-title catalogue of English eighteenth century books', *Journal of Librarianship* 2 (1970), pp. 246-62 (p. 248).

(10) *Papers of the Bibliographical Society of America* 64 (1970), p. 469.

(11) *Eighteenth-century English books considered by librarians and booksellers, bibliographers and collectors,* Chicago, Association of College and Research Libraries, 1976, p. 93.

(12) Letter from Geo. F. Bull, Sales Administration Manager Bowker Publishing Co. Ltd., Epping, 11 March, 1977.

(13) *PHIBB Newsletter* 1 (March, 1976).

(14) [J. W. Jolliffe] *Computers and early books,* London, Mansell, 1974.

(15) W. J. Cameron *et al.*, *The HPB Project,* London Ontario, School of Library and Information Science, University of Western Ontario, Phase I 1968, Phase II 1970, Phase III 1976.

(16) *ASECS News Circular* 23 (October 1976), p. 3.

(17) see note 7.

(18) *London 76 . . . Conference communiqué,* [London, British Library, 1 July, 1976.] (duplicated).

(19) *Bibliography Newsletter* 5 (nos. 7-8, July-August, 1977), p. 2.

(20) D. G. Wing, 'Wing on Wing,' *The Yale University Library Gazette* 44 (1969), pp. 1-7.

(21) The topic is explored further in a forthcoming article, 'A Peripheralist view of Wing.'

(22) The National Library of Australia, the University of Sydney and the State Library of Victoria; the Turnbull Library and the University of Otago.

(23) see note 8.

(24) *London 76*, p. 114.

(25) E. Wolf, 2nd, *A Check-list of the books in The Library Company of Philadelphia in and supplementary to Wing's Short-title catalogue 1641-1700*. Philadelphia, The Library Company of Philadelphia, 1959.

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(29) W. J. Cameron, 'The Development of eighteenth-century studies in the British Commonwealth.' *Studies in the eighteenth century: papers presented at the David Nichol Smith Memorial Seminar, Canberra 1966*, ed. R. F. Brissenden. Canberra, Australian National University Press, 1968, pp. 31-48 (p. 45). Cf. Cameron and Carroll, pp. v-vi.

(30) W. J. Cameron, *A Short-title catalogue of books printed in Britain and British books printed abroad 1641-1700 held in Australian libraries*, Sydney, Wentworth Press, 1962. (Studies in Australian bibliography no. 11).

(31) 'Wing books held in Australian libraries . . . Supplement No. 1 [2, A-E],' *Australian Library Journal* 11 (1962), pp. 153-62, 12 (1963), pp. 209-16.

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(32) A. B. Foxcroft, *Catalogue of fifteenth century books and fragments in the Public Library of Victoria*, Melbourne, Trustees of the Public Library, 1936.

(33) H. G. Kaplan, *A First census of incunabula in Australia and New Zealand*, Sydney, Trustees of the Public Library of New South Wales, 1966.

(34) See announcement in *Bibliographical Society of Australia and New Zealand Broadsheet* 4 [? June, 1977].

(35) J. E. Fletcher, *Short-title catalogue of German imprints in Australia from 1501-1800*. Clayton, Department of German, Monash University, 1970.

(36) W. Kirsop, 'Union catalogues of rare books and prospects for co-ordinated rare book acquisition in Australia,' *Australian Library Journal* 12 (1963), pp. 173-7.

(37) Cameron and Carroll, pp. iii-ix.

(38) Letter from Dr. A. F. Brissenden to Professor G. K. W. Johnston, 24 May, 1976.

(39) See note 38

(40) W. B. Todd, *New adventures among old books; an essay in eighteenth century bibliography*, Lawrence, Kansas, University of Kansas Libraries, 1958, pp. 12-13.

(41) D. F. Foxon, *English verse 1701-1750; a catalogue of separately printed poems with notes on contemporary collected editions*. 2 vols. Cambridge, C.U.P., 1975.

(42) *See Computer and early books*, p. 38.

(43) *The National Union Catalog pre-1956 imprints*, London, Mansell, 1968-
In its printed form the NUC has now (August, 1977) surpassed 500 volumes and is approaching the end of 'R,' having omitted 'Bible.'

(44) W. J. Cameron, 'Procedures for cataloging *Short-title catalog* materials,' *London 76*, pp. 120-6 (p. 120).

(45) F. T. Bowers, *Bibliography and modern librarianship*. Berkeley and Los Angeles, University of California, 1966.

(46) See note 19.

(47) F. F. Madan, *A New bibliography of the Eikon Basilike of King Charles the First, with a note on the authorship*. London, Quaritch, 1950.

(48) STC 16267-16422.

(49) J. W. Jolliffe, 'Project LOC and the "fingerprint."' *Libri* 24 (1974), pp. 240-7.

(50) See P. Gaskell, *A Bibliography of the Foulis Press*. London, Hart-Davis, 1964, *passim*.

(51) *London 76* Conference communiqué, p. 3.

(52) Cameron and Carroll 4815 — Samuel Johnson's *Prefaces*, Vols. I-IV, 1779.

(53) See note 51.

(54) To be fair to Cameron and Carroll: they do include provincial booksellers' names even if they do occur later than the third place in an imprint — see no. 8234 for example. And the first supplement (1970, ed. Ivan Page) no longer truncates imprints.

(55) Wing, 2nd edn., Vol. I, p. viii.

(56) See note 18.

(57) 'The Immaculate Cicero: the Foulis Press *De Officiis* (1757),' forthcoming in *Papers of the Bibliographical Society of America.*

(58) Robert Hay Carnie, in '*Boswell's Account of Corsica* 1768: an Edinburgh cancel in a Glasgow book,' *The Book Collector* 26 (1977), pp. 186-94, shows from the printer's records that in fact 1500 cancels were printed.

Postscripts (February, 1978): Since the September 1977 meeting in Melbourne there have been two further meetings held in Canberra under the auspices of the Humanities Research Centre. A new, more elastic, title has been adopted: The Australia and New Zealand Early Imprint Project. A data-collection system has been agreed on. And a new plan of action has been adopted which abandons the commitment to chronological catalogues. The project *has* established formal contact with the Anglo-Americans, though the smallness of the overlap and differing approaches to the problems involved mean that the common ground is slighter than might have been expected. Reports on the project will appear in the library literature and in the *Bibliographical Society of Australia and New Zealand Bulletin.*

Continuing Education for Librarians
THE CHALLENGE AND THE REALITY

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Introduction

In August, 1973, in a colloquium on education for librarianship held at Western Australian Institute of Technology, Allan Horton predicted that the revolution in electronic communication would certainly alter the way libraries and librarians functioned. He suggested that in perhaps ten years, that is, in 1983, libraries might even have "on-line, real-time, multiple-access computerized" retrieval services.(1) It is no disservice to his gift of prophesy to note that on-line reference retrieval arrived in his own library in just a little less than half the time he predicted.

Truly, we have underestimated the rapid pace of change that has characterized twentieth century society. Rapid change has affected the way we live, the way we learn and know, and even the way we play. Not the least effect of continuous [illegible] change has been in our apparent acceptance of and adaptation to it. We have come readily to accept the notion that professionals, technologists, managers, and educators should not only accept change, but act as active agents to induce and implement change.

New views of the world, and new orientations toward economic and occupational roles have emerged from increasing social, geographic and vocational mobility, from the rise of new technologies and from rising standards of living in industrialized societies. Particularly, the application of innovation and invention has caused a profound shift in the nature and distribution of the work force in industrial societies, away from primary and manufacturing industries toward what Peter Drucker and Daniel Bell have labelled the "knowledge society" or "post-industrial society."(2)(3)

This shift in the nature of the workforce is symptomatic of profound qualitative and quantitative changes that have altered the nature of traditional professional, technological, agricultural and industrial occupations, rendering some of them obsolete, putting others into decline, and creating new demands on professional and vocational abilities and expertise. At the primary and manufacturing level, increases in productivity have resulted in the replacement of labour with machinery and have reduced the relative numbers of those engaged in these vocations. In the United States this has resulted in a shift from goods production to "knowledge-based" service industries in which the respective turn-of-the-century ratios of 7 "goods" workers to 3 "service" workers will, by 1980, be completely reversed.(2)

The service vocations and professions emerging as a result of this shift are, to a great extent knowledge and information-oriented sectors. The rise of these knowledge vocations as a result of technological change in society has been characterized by intense professional and technological advances; it is this pace of change which suggests that no one is entirely free from the prospect that one's skills and training may be inadequate for a rapidly changing work environment. The changes in our world that have all but eliminated drayman and blacksmiths, that have altered the bases and foundations of yesterday's handcraft economy and that have transformed agricultural practice beyond recognition, are now impacting technical and professional work as well. Aside from resorting to Luddite tactics, it would seem that the only productive and rational solution to the job obsolescence effects of these changes lies in massive retraining and continuing education programs of technical and professional workers.

The continuing education concept is concerned with addressing and overcoming two kinds of problems: (1) the obsolescence of previous techniques and methodologies and: (2) the obsolescence of the individual, that obsolescence characterized by a "deficiency of knowledge such that . . . (one) . . . approaches problems with viewpoints, theories and techniques less effective than others currently used in his field of specialization."(4)

Definition and Scope of Continuing Education

Continuing education is referred to frequently by such names as "life-long education," "staff development," "inservice-training," or "on-the-job training," and is available in a great range of formats. The concept and the mechanisms for continuing education are essentially a development of the 1970's, although some work had been done in continuing education prior to that period. The reference work, *Library Literature*, did not even have a subject heading on *Continuing Education* until 1970.

Cyril Houle has defined continuing education as "any kind of learning or teaching which extends or builds upon previous experience in the same general realm of knowledge and whose specific goals are not intended to terminate all study in that realm. It implies that the learner has studied some related body of content previously that is carrying on the process further; it implies that the programme depends upon his having done so; and it implies that he proposes to continue such learning in the future."(5) Elizabeth Stone has cited as a definition for continuing education that it "better equips people for their contemporary work" and "enhances total job competence."(6) Particularly, the continuing education concept implies notions of preventing obsolescence by lifelong learning, updating skills and knowledge, permitting career diversification, and augmenting and transcending basic career entrance qualifications.(7)

This paper will be primarily directed to a discussion of philosophies and programme designs for continuing education in librarianship that have emerged from surveys of the American library profession, particularly the studies of Stone, Patrick, *et. al.*, sponsored by the U.S. National Commission on Libraries and Information Science, which have, I think, considerable relevance to Australian library education and the future role of LAA in educational activity. Continuing education may be everyone's concern, but recent developments overseas would, I think, indicate that the influence and direct activity of professional associations in this sphere is increasing, and in some professions, such as law, accountancy, and medicine, the role of the professional society is paramount.

Stone and Houle have analyzed the relation of the pre-service library — school curriculum to further and continuing education and to the need for specialization following the first professional degree.(8)(9) McGrath notes that the rate of change in the *methodology and practice* in librarianship will lead to the need for specialist training through post-diploma training. McGrath conceptualized continuing education as composed of two components:

(1) "Further education through formal study in educational institutions and conferences, workshops and seminars provided by colleges or associations; and

(2) Institutionally-orientated *in-service training* which seeks to achieve organisational objectives by improving individual job effectiveness."(10)

McGrath's complaint at the Perth Conference in 1973 that there was not at that time a "systematic nation-wide plan or co-ordination of resources" for continuing education, in Australia, the United States and Great Britain has, in part, been answered by the development and funding in the U.S.A. of the library-based service and resource facility, the Continuing Library Education Network and Exchange, (CLENE), whose history and activities are described in greater detail below.

However, it is pertinent in defining continuing education to note that one of the concerns of studies performed in support of the CLENE concept was the need to explore the desirable and/or essential aspects and attributes of an *inclusive* and *rationalized* system of continuing education in librarianship. These criteria were developed in an attempt to create a precise definition of continuing education, an effort which did not lend itself to simplistic, dictionary-type, one-line definitions. In this instance, the CLENE project team depended upon an *operational definition* based upon the opinions of 250 respondents in the CLENE questionnaire surveys.

First, the respondents judged that continuing education implied *lifelong learning*, as a means of keeping up, as keeping an individual up-to-date with new knowledge — a hedge against intellectual obsolescence. Secondly, the operational definition included the notion that continuing education must include *updating*, i.e. it should aim to make the recipients' educational level *comparable* to that of a person receiving a like degree at the present time. Thirdly, continuing education should allow for *diversification* to a new area of activity, such as to allow the recipient of such education to move into new areas such as supervisory and management training. Fourthly, a programme of contiuing education assumes that the *individual carries the basic responsibilty for one's own development.*

Other perceptions which the majority of the respondents held were: that continuing education should involve educational activities which are beyond those normally considered necessary for entrance into the field; that continuing education programmes should be provided for all personnel, professional and support personnel in the field and not limited to one group or another; that continuing education include *refresher* courses, to review once familiar material, to sharpen the lost and declining former skills and knowledge, and that it allow for broadening a person's education so that someone uneducated in a field could add new perspectives, such as those gained from the study of *political science, sociology* or *behavioural science* as it relates to librarianship. Further, continuing education should include training planned and provided by the employing organisation to *further the organisation's goals;* it should include *upgrading* a person's education, that is a person may use continuing education activity to work toward a higher degree, such as a Masters Degree, which raises the level of formal capabilities; additionally it should allow for a *diversification* into a new field, that is a person educated in one field may seek to obtain education in another. (Interestingly, a majority of the survey group voted against the notion that continuing education should apply *only* to education which will enhance the individual's competence for the job now held or aspired to in the near future).

These aspects and perceptions as to what continuing education should seek to perform, were those built into the design specifications for the CLENE network and exchange.

Before discussing the CLENE studies in detail, I should like to mention briefly the role of the Library Associations and Library Schools in the United States in continuing education, primarily for the purpose of indicating that early sporadic and "one-off" kinds of efforts have imperceptibly but significantly evolved to more organized and institutionalized programmes. This is a trend which, I think will continue, not only in librarianship, but in many other professions and vocations, and which forecasts an alternative future of educational development in the direction of lifelong or "recurrent education."

Library Association Activities

In the Unted States, in addition to the programmes of the library schools, a number of national and regional library associations maintain continuing education programmes. The *American Library Association*, through its *Office of Library Personnel Resources*, has broadened its scope to include continuing education activities and issues. These are reported in the *Whole Continuing Education Catalogue* announcing workshops, courses and readings in the field. The Library Education Division (LED) of ALA established a standing committee on continuing education in 1975.

The U.S. Medical Library Association has been a leader in the field of continuing education for medical librarians. Over 30 training courses have been developed by experts in specific fields, on contract to the Medical Library Association. The topics are chosen by assessment of needs from membership surveys. Workshops on chosen topics are given at the annual conferences and are continuously evaluated and revised to keep them up-to-date. The course outlines, syllabi, supporting material packages, and a suitable instructor designated and approved by MLA are then made available for sponsorship by local chapters of MLA throughout the country. A continuing education column of forthcoming events is carried regularly in the *MLA News*. This programme is under the Continuing Education Committee of MLA under the direction of Dr. Julie Virgo, who as many of you know, is an Australian from Adelaide. MLA continuing education courses are designed for beginning, intermediate and advanced participants. Workshop topics have included such subjects as (1) *Learning how to develop grant applications;* (2) *Management;* (3) *Planning health science libraries;* (4) *Preservation of Library Materials;* (5) *Literature of nursing;* (6) *Automation and;* (7) *Advanced Medical Reference*. There are some 30 packages in all with new ones in development at all times.

The U.S. *Special Libraries Association* (SLA) has had continuing education seminars as a regular part of its conferences since 1969, with most of the subjects presented at the local chapter level. A recent study of continuing education needs of the special librarian provides a state of the art review.(11)

The South Western Library Association (SWLA), is the first of the U.S. regional and state associations to establish a full-time continuing education project. This programme, the Continuing Education for Library Staffs in the South West project (CELS) is funded by the SWLA and six State library agencies in the region (Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). The CELS activity commenced with sending a questionnaire to SWLA members to assess their priority for training.(12) Not surprisingly, the response showed that *management techniques, audio-visual skills* and *automation* were topics perceived as of the first importance. Under the direction of CELS continuing education co-ordinator, Peggy O'Donald, several programme packets and workshops in these areas have been developed. The CELS project also publishes a bimonthly newsletter called *CELS Update* that goes to individuals active in continuing education. CELS is also producing an audio-cassette, current-awareness "journal" available by subscription.

Maryanne Duggan, long involved in network development in the U.S. Southwest, has also been involved in the development of the Western Interstate Commission for Higher Education Programme (WICHE) which provides continuing education programme for library staffs. This group has been also developing learning packages. Eight to ten courses are now available in the form of slide-cassette workshop presentations which cover such topics as *Management by objectives*, and *Reference and interlibrary loan*.(12)

One of the most important developments in the United States to deliver continuing education to library personnel have been Institutes funded by the U.S. Office of Education under the *Higher Education Act, Title 2B*. These institutes provide long and short term training and retraining opportunities for library and information science personnel. They have been sponsored by library schools and associations in all States, and have delivered training opportunities to 11,000 individuals since 1967. Unfortunately this programme has been significantly curtailed by budget cuts, with funding reduced to $500,000 in the fiscal year 1976-77, and the future of the programme is now uncertain. These Institutes were considered to be a major source of training in the U.S. during the past decade.

State library agencies in the U.S. have also been financing continuing education programmes with federal grant funds through the U.S. Library Services and Construction Act. Some states have allocated a full-time continuing education staff member to organize and nurture these programmes, with responsibility for creating and evaluating training programmes and for staff development. The programme of the Alaska State Library was a training programme that combined self-study workshops and instruction *via* satellite technology to each community librarian in remote areas.

Future developments in the United States see the replacement of continuing education *lecture* programmes by more effective educational techniques and the development of learning packages using all combinations of educational technology. A number of the State associations and the newly formed Continuing Library Education Network and Exchange (CLENE) are now analysing the Continuing Education Unit (CEU) as a means of providing incentives and rewards for those entering the programmes.

CLENE History

The ambitious attempt to construct a nation-wide plan to meet the further information needs of librarians and information scientists arose from meetings in 1972 of the U.S. National Commission on Libraries and Information Sciences (NCLIS), whose surveys indicated professional concern with the quality and availability of continuing education programmes to improve professional competencies. A project team led by Elizabeth W. Stone, Dean of the Library School of Catholic University, and two colleagues, Ruth Patrick and Barbara Conroy, was put together to study the needs and to design a nation-wide programme of continuing education for personnel in the library and information sciences field. The first outcome of this study was the proposal to establish the administrative mechanism of CLENE, whose purposes are to provide the profession with access to leadership, expertise, programme and resource assistance. CLENE was designed with the main objective of supporting and disseminating information on continuing education programmes, with the basic philosophy that, just as members of the public have a right to equal access to library materials and to information which governs their lives, librarians have a right to equal and convenient access to opportunities to continue their educational careers, regardless of their career level or institutional environment.

In 1975 the CLENE Board of Directors established a membership fee scale and began an active promotion campaign to solicit institutional members. There are two other classes of membership: an institutional association member, which includues libraries other than State libraries and other groups or corporations, and a sustaining membership at considerably higher costs.

It is now possible to be an *individual* CLENE members, which entitles one to receive the newsletter, a privilege to vote in the CLENE assembly, to obtain reduced rates for CLENE publications and to receive a directory of national continuing education activities.

Presently, CLENE provides a newsletter, consultation services, information on guidelines and criteria for designing continuing education activities, a directory and a manual and machine-readable data base of continuing education opportunities available throughout the United States and Canada. The directory will be published annually and will be on sale from the CLENE office.

It is planned that eventually CLENE will also provide programmed design packages for both professional and para-professional practitioners at all levels of sophistication and needs. These packages will be supplemented by learning materials, home study programmes, newsletters, travelling workshops, and learning packages, self-evaluation and career planning packages. A system of recognition for continuing education activities is being examined.

The basic thrust of CLENE is focussed on four areas:

(1) Needs assessment and problem definition;
(2) Information acquisition and co-ordination;
(3) Programme and resource development;
(4) Communication and delivery systems.

It is useful to look at some of the studies and surveys conducted by CLENE. Of most interest to me is the section which deals with the perceptions of librarians in the field concerning the importance and role of continuing education and the form and content of such education.

The CLENE group utilized these perceptions along with reviews of the existing literature in library and information science and in related fields, to construct the CLENE model for a national system of continuing education. This model is now a reality which is administered in an organisational structure of five components, an *Assembly*, a *Steering Committee*, an *Administrative Board*, the professional staff of CLENE, and a professional panel for review and evaluation.

The CLENE User Needs and Design Studies

The CLENE Survey. The methodology used in the CLENE study consisted of three survey instruments to meet certain information objectives. The initial questionnaire gathered information and opinions on existing and future continuing education requirements and programmes from people involved in providing continuing education courses, and identified unmet, or poorly met, needs. This questionnaire was sent to a universe of individuals at 250 libraries, library associations at the regional and state level, library schools and state library agencies. A second instrument was an *interview guide* to canvas selected groups of educators, administrators, researchers, working professionals and paraprofessionals and authorities in the field of continuing education who would provide opinions, comments and other inputs on the subject of continuing education. In addition, a series of nation-wide meetings were held, in an informal nature, in which discussion and "brain-storming" sessions were conducted on various aspects of continuing education.

The CLENE Survey Audience. With respect to the audience surveyed about continuing education, the study was concerned with these particular categories of library staff:

(1) the librarian with the MLS;
(2) operating librarian without the MLS;
(3) technical information specialist;
(4) paraprofessional;
(5) library tehnician;
(6) clerk; and even
(7) the library trustee.

Respondents to the questionnaire were asked to consider what order of priority for delivering continuing education should be made to each of these groups. The respondents indicated, not surprisingly, that first priority should be provided to librarians with the MLS, second to working librarians without the MLS, third to paraprofessionals and fourth to the technical information specialists without MLS degrees. In this sense, the surveyed profession believes that priority should be given, in the case of limited resources, to the needs of those in an operational capacity with the library.

Specifications and Design Criteria for a National Continuing Education Programme

Using the data developed from the questionnaires, the face-to-face interviews, and the brain-storming sessions, the project developed the specifications and requirements for a nation-wide system of continuing education of library and information science personnel.

The design specifications which resulted were:

(1) "Continuing education should focus on the improvement of client service through maintaining and increasing the lifelong competence of library and information science personnel.

(2) All library and information science personnel should have equal access to opportunity to continue their lifetime of learning towards enhancing their total job competence. Local inadequacies in continuing library and information science education opportunities should be minimized or eliminated by new educational patterns and technology.

(3) All relevant groups — individual library and information science personnel, library trustees, employing libraries, library schools, state library agencies, library and media divisions of state school agencies, library associations (local, state, federal) — should have the opportunity to share in identifying needs, planning, programming, funding, implementation, and evaluation processes.

(4) Action should be taken to co-ordinate continuing education programming and to develop organized, sequential curriculum opportunities at the national level; however, products could be developed and should be made available on a local and regional basis.

(5) Any national co-ordination should reinforce augment and provide more effective utilization of existing institutional and inter-

institutional programs, and existing programs should not be disturbed or displaced by national planning.

(6) In order to increase the probability of success, processes should be developed that will:
  (a) continually assess and reassess the needs of the personnel in libraries and information centres;
  (b) provide as wide an array of opportunities as possible, while concentrating limited resources on high-priority needs common to a large number of library and information science personnel.
  (c) encourage awareness, interest, evaluation, and adoption by using both mass media and interpersonal communication channels.
  (d) monitor continuing education products and solicit feedback to assess quality, costs, and benefits.

(7) Any continuing library and information science education plan should meet *community, professional, and personal criteria* such as diversity of offerings, quality, *continuity* convenience, accessibility, and personal satisfaction.

(8) A nation-wide plan for continuing library and information science education should develop and encourage the acceptance of a recognition system for continuing library and information science education.

(9) Continuing library and information science education products should incorporate concepts such as a systems design approach, a behavioural approach to learning, conditions necessary for adult learning, learning needs as a basis for programming, multi-media and communications technology, principles of instructional technology.

(10) Guidelines should be developed to suggest possible roles for individuals and groups concerned with continuing education for library and information science personnel."(13)

The very broad aspirations embodied in the design specifications may be criticised as idealistic; nevertheless the specifications taken together represent an integration of many bits and pieces already evolving in the profession under the pressure of local needs and evolving organically without central direction or planning. The programme specifications, themselves the product of consensus seeking, would be institutionally planned and implemented by the broadest kind of consensus and participation and be directed at "all relevant groups" in the profession, going beyond the "library profession" to the larger "information community."

The specifications also imply evolutionary development, building on existing centres of educational capability, and giving no one institution a dominating or monopolistic role. Finally, evaluative mechanisms with and without user feedback are continuously appliedto build and institutionalize responsiveness and improvement at all levels of programme implementation.

Factors Affecting National Planning

The Stone study first attempted to define and evaluate environmental and social factors which could be considered to militate *for or against* nation-wide planning for continuing education. (See Figures 1 and 2).

Of the 49 forces within and external to the library world that interviewees perceived could serve as barriers or obstacles to the development of a national plan, 14 were mentioned more than once. These included such items as the fear of loss of individuality, autonomy and territoriality, and resistance to being organised or dictated to, reflecting a widespread dislike of control of private and local affairs by a remote bureaucracy, a sentiment not wholly unknown in Australia. Other negative forces related to the apparent lack of a reward system, the low regard with which continuing education programmes were held, the lack of proper funding, and geographical constraints on participation. Positive factors arose out of perceived needs for continuing education, the awareness of vocational and professional obsolescence and of societal change, and increased awareness of library potentialities in the community.

The Role of Systems

Having considered forces for and against nation-wide planning, the study continued on to a consideration of application of the systems approach to the national plan.

The systems approach is invoked as a remedy for the unco-ordinated duplicative, uneven and irregular current pattern of continuing education programmes, which are considered to be concatenations of closed systems which are each insensitive to the larger environment. Stone calls for the planning, implementation and evaluation steps inherent in systems approaches to be applied to a national continuing education effort. Although this section is necessarily general (and fashionable), it recognizes the need for a national programme planning policy guided by national goals and objectives to serve as a framework and to provide guidelines for and coordinate the activities of educational programmes at the regional, State and local level.

Planning Assumptions

The study then considers some of the basic planning assumptions which the designers posit as basic to the acceptance of the need for continuing education.

One such assumption is that "the learner has the ability, *and the right* to be a self-directing person whose basic purpose is to become more competent by acquiring the necessary knowledges, skills and attitudes to deal with relatively immediate problems, tasks or decisions."(14) Another assumption is that the programme should result in learning which *"has a high probability of being applied successfully to the work situation."*(14a) The third is that the continuing education system "must stimulate, facilitate and reinforce" educational growth and development and thereby ensure the effectiveness of the information services, and institutions which are in our province."(15)

Another factor in the study was the recognition by those surveyed of the basic importance of inter-disciplinary approaches, and the need to make the necessary linkages with other professions and practitioners, as has been done in the development of multidisciplinary teams in the social sphere composed of health, legal and psychiatric workers.

The fifth factor that was deemed to be important in designing a national system had to do with the recognition of the *criteria* that motivate individuals to participate in continuing education courses. These criteria were considered to be:

(1) content related to the work situation;
(2) accessibility of the courses;
(3) convenient scheduling;
(4) financial assistance to attend;
(5) continuity;

(6) freedom of choice;
(7) recognition, rewards and incentives.

For those who are cynical or who think that people may be slightly irrational about their motives in attending meetings and other continuing education efforts, the above criteria do not support that view. Top priority of the respondents to the survey was that, for maximum participation in continuing education programmes, *content* must be perceived to be related to the *work process and to the job people are doing.* "This includes the opportunity for practitioners to use new knowledge in their own jobs, opportunity to expose the new and creative ideas which they can adapt to their job situation, and the opportunity to develop specialisations."(16) The significance of this first priority is that those who propose to give continuing education courses have an obligation to establish what content will meet these job-related needs. This means that content must be developed in co-operation with those on the job and in respect of their perceived needs for retraining and obtaining additional skills. This implies another obligation on the part of package and course providers to supply *detailed information* to potential course attendees on the objectives and content to be covered in any continuing education activity, so that the relationship of content to the work situation may be clearly perceived *prior* to an individual's registration for a course, a sort of "truth-in-advertising" approach.

The second priority, that of *accessibility,* will not be hard to understand in Australia, judging from this conference's discussions on the plight of geographically isolated members. The problem of distance from a centre of educational activity is encountered by all professional and technical groups. The need for geographic outreach suggests the priorities that must be given to the development of delivery systems based on telecommunication technology as well as person-to-person contact. Such techniques as closed circuit talk-back T.V. and talk-back radio can be utilized, as well as methods of learning which involve the shipment of taped audio and audio-visual programmes and book-form programmed instructional materials to interested individuals without direct access to the telecommunication technology. It is in this area that one sees the hope to expand the scope of continuing education to those whose geographic isolation makes continuing education difficult. In a country which has pioneered and developed the Radio School of the Air, this approach seems logical and feasible.. The development of low cost, ground receiving stations in remote areas would, of course, make maximum use of televideo and television capabilities..

Another priority demand by respondents is *convenient scheduling.* It is again, a problem which can be solved in part by the freer structuring of courses so that teaching materials and other visual aids can be available on a *continuous and scheduled basis* to accommodate those with restrictive or limited working schedules. Such a technique makes the best use of free time and may permit some component of at-home study or study in "places of convenience," not necessarily the home base of the individual course sponsor. The provision of "travelling" courses to other than the main population centres is obviously desirable, within the limits of economic feasibility. Such economic feasibility is related to the mechanism of course support by users or by the level of external subsidy or grant — the latter route may be the only feasible one for the very isolated professional. The travelling course addresses simultaneously the problem of geographic and scheduling inconvenience.

The other side of the coin with respect to scheduling, has to do with the attitudes of employing libraries in providing relief time for these activities. Released time has generally been available in medium-to-large libraries, but generally infrequently available in smaller ones.

The Stone study unearthed a rather interesting difference in the attitudes and expectations of professionals as opposed to both paraprofessionals and technicians, in which the first group ranked as important the need for relief time to attend annual conferences, meetings and such, *away from work*. The paraprofessionals and technicians expected that relief time would be given to attend in-house workshops; this represents an attitudinal difference in which the surveyed respondents realistically assessed the resources available and the prestige status involved at the two separate levels of employment. It is assumed from these responses that any nation-wide continuing education plan would not only endorse the existing "away-from-home" convention and seminar system for professionals, but would also have to ensure that continuing education programmes were available on an in-house basis at the lower employee levels. The report further suggests that this need for in-house training provides an opportunity for library schools to work out arrangements with employing libraries for developing and providing in-house programmes, and to supplement existing in-house programmes, developed by the employing group's own staff.

The matter of financial assistance, with which all have to grapple in continuing education activities, was clearly indicated as a prime issue in an earlier study by Kortendick and Stone, which found that librarians would only attend a post-masters programme if total or partial financial assistance was provided.(17) It appears therefore that the mode represented by the post-diploma second year of activity in Australia, leading to the Masters Degree, and post-Masters study in the United States, is not popular among adults chiefly for economic reasons.

A major criticism of continuing education programmes which arose from the survey was that most continuing education programme efforts were sporadic, and of a "one-off" nature, i.e. "one could not plan ahead because there was no visible continuity." This addresses two basic requirements for the continuity required to provide educational benefit:

(1) "availability over a sustained period of time:" and
(2) "availability of sequential packages of materials of increasing levels of difficulty adaptable to different levels of library and information science personnel."(18)

This requirement assumes that courses should be given on a periodic basis and made available to individuals *whenever* they wish to start, that is, individuals should be able to enter the system at any time. In this regard, the programme of the Medical Library Association in the United States, and to a lesser extent the Special Library Association should be considered responsive to that need. The Medical Library Association has developed a series of packaged programmes, most of which are available at the annual convention in the week previous to the annual convention itself, and which are given over and over again, every year, for new entrants or for those who have not been able to take the course before.

In addition, these same courses are repeated in regional and local meetings throughout the year in a standard package format in which different presentors in different geographic areas are providing the same standardised package. The MLA programme is therefore also hospitable to the next criteria developed in the CLENE survey, that of *freedom of choice*. What the profession regards as a requirement, within the resources available, is a variety, a *repertoire* of graded, diverse offerings, *on a regular basis*.

Course Content Needs

Probably the most interesting, but not surprising, aspect of this study is the identification by questionnaire respondents as to the specific content areas of continuing education that they felt had the highest priority over the next 3-5 years. These were developed not for the surveyed respondents as a whole but for each of the target groups mentioned before, the MLS holders, those who do not hold the MLS, the information scientist, the technician, etc.

Respondents were asked (1) what content they had encountered in continuing education courses, and (2) to specify which educational needs they felt were either not being met — or being met poorly at the present time. The top five subject areas of courses actually taken; in rank order are: those dealing with the *updating of existing technical knowledge,* courses in management, in human relations, in automotation, and in non-print media. Also, and not surprisingly, *library technicians* ranked first the need for additional academic education. For the needs that are not being met now, upgrading or updating of *technical skills* was considered first, the areas of *management* were second, the areas of *human relations* were considered third, the area of *automation,* fourth, the role of *non-print media* in the library was considered fifth. For the Masters level people, *legislative know-how* was considered sixth, and *public relations* areas seventh.

The respondents also judged what would be the most important content areas for continuing education over the next 3-5 years. *Human relations* were first; skills with *non-print* media second; *management,* third; *automation fourth,* and *public relations* fifth. (I suppose the move of public relations from rank seven to rank five, indicates that librarians are anticipating a tougher time with their constituents and with their funding sponsors in the immediate future). Amongst graduate librarians the order of perceived *near term* needs were: *management,* first; *automation,* second; *human relations,* third, *non-print media,* fourth and *public relations,* fifth.

Course Formats

The CLENE survey was also concerned with the format and mode of continuing education programmes. Some 27 different modules or forms of presentation were identified. The most often used modes of continuing education in the profession today, according to the survey, are (1) attending professional meetings — (88% of the respondents listed this item); and (2) participating in the activities of professional committees or task forces (in which 88% were also involved). The modes that are actually *used least often* and received the lowest ranking were: (1) provision and use of materials for home study (some 12% of respondents listed this item — it ranked 26th of the 27 modes in usage) and (2) *correspondence course* (in which 9% of the respondents had been engaged — it ranked 27th or last).

When respondents were asked to evaluate the *effectiveness* of the most often used modes of education, the highest percentage of respondents reported that workshops, institutes, professional meetings, professional committee meetings, and their own private reading time were considered the most effective forms of continuing education. In addition, the preparation of oral and written reports, writing professional papers, doing research and teaching others were also considered highly successful modes for continuing education.

There was an expressed need among the respondents for certain modes that were not being used enough or provided at all, and which respondents said they would use if they had been available. In rank order these were: short, intensive or concentrated courses; institutes; invited conferences; and *university credit courses,* designed especially for on-going educational purposes. The whole area of credit vs. non-credit courses in continuing education will bear much examination, as it introduces the notion of part-time attendance for diploma and higher degree qualification.

Rewards and Incentives

Finally, we come to a definition of one of the less-articulated factors or criteria that motivate individuals to participate in continuing education, and that is the matter of official recognition, rewards and incentives. This is an area in which there is little or no official or institutionalized recognizance and, until very recently, *no accepted standard measure* for evaluating non-credit continuing education activity. A quotation from a study by Barrett puts the point very strongly, "if organisational members do not perceive a link between their development activities and the organisation's reward system, the probability of active efforts to update the knowledge and skills is lessened."(19) I shall later describe in detail a recognition measure which would seem to be responsive to that need, and may be a harbinger of a formal recognition system.

The respondents in the survey were primarily interested in four types of reward objectives: *creating a stimulating job* ranked first; promotion, second; pay rises, third, and keeping a record of continuing education achievement was ranked fourth. These objectives are universally reported by *all* categories of respondents, regardless of professional category or job level. In each occupational sub-group, the ranking patterns for these rewards are very similar. The study results suggest that *overall,* there should be a general expansion and increase in rewards, recognition and incentives provided for continuing education activity. The respondents opined that rewards *should* be available — but reported that very few rewards or symbols of recognition were actually provided. Interestingly enough, among the rewards that ranked low in the recognition efforts actually given to continuing education efforts was the recently introduced *Continuing Education Unit.* The respondents felt that this standardized form of recognition was an important one, and ranked it sixth in importance.

Licensing and Relicensing

A rather disputatious area relating to continuing education in the field of librarianship which has surfaced in legal and medical continuing education programmes as well, relates to the controversial issue of requalification. Although respondents in the CLENE library survey were in favour of qualification and requalification procedures as a means of maintaining high standards in the profession, many comments on these questions indicate that some strongly believed that re-registration is considered to be either invalid as a means of choosing quality people or as a procedure which is not, at least in the library profession, an *enforceable* employment qualification. It is interesting that a number of State medical societies in the United States have called for relicensing of doctors based upon continuous and periodic attendance at continuing education activities as a formal and measurable indication of their ability to keep up with the changing demands of their profession. However, as physicians cannot practice without a qualifying licence, these proposals advanced by the licensing medical societies contain a very powerful built-in enforcement technique which, for good or for bad, is not available to the library profession, since employment as a librarian is not conditional upon the possession of formal qualifications in Australia, or in the United States and, as far as I can tell, most everywhere else.

One of the strongest stands on establishing continuing education as a requisite for maintaining qualifications for librarianship has been adopted by the U.S. Medical Library Association. The "Code for the Certification of Health Sciences Librarians and Library Technicians" by the Medical Library Association has in it a provision for re-registration of health sciences librarians and library technicians.(20) Original qualification of health sciences librarians is in accordance with the Medical Library Association bylaws and, at the professional level, requires graduation from an ALA accredited library school, a passing grade on an examination covering the materials included in courses on health sciences bibliography and health sciences libraries administered by the Association, and at least two years of post-library degree experience after the first professional degree, in a health sciences library, at the professional level.

The new code adopted in 1976, calls for the re-registration of health sciences librarians and library technicians based on the satisfactory completion of continuing education courses and/or formal education courses, or a re-examination. The continuing education courses in question are those sponsored by the Medical Library Association and other short courses, workshops, seminars, institutes, etc., in work-related areas. It is seen therefore, that re-registration can be granted based either upon the taking of continuing education or formal for-credit courses. The Association provides yearly examinations for health sciences librarians and for library technicians; candidates for both initial and re-registration take the same examination. The examination may be fulfilled before or after the education requirement, and there is no limit on the number of times the examination may be taken. The number of hours of continuing education course work is determined by the guidelines as set up and administered by a committee appointed by the Board of Directors of the Medical Library Association. There is also a grandfather clause in the requirements that individuals qualified prior to the adoption of the code revised in 1974 are automatically registered, but subject to subsequent re-registration requirements of the revised code.

Who is Responsible for Continuing Education?

The last part of the questionnaire survey tried to elicit from the representative group from the library profession their perception of which groups are responsible for continuing education. Who is responsible, and what are the responsibilities each identified segment of the profession must meet? Responsibility was seen by the respondents to be placed on the individual, on the employer, on the State Library Agency, the various Library Associations, the Library Schools and, even surprisingly, the library user.

The individual library and information science employee was perceived to have a continuing responsibility for self-development; to recognise one's own needs; to determine goals; to evaluate continuing education programmes; to assist, encourage and advance continuing education for those who they supervise; to commit one's personal time and money to continuing education where such funding was not forthcoming from employers; to commit time and energy to serve in continuing education programmes; to become involved in inter-professional and multi-disciplinary continuing education planning, and most important — to accept a new image of life-long or recurrent education in which the learning process is continuous through the span of one's career.

The profession also held strong views that the employing library had a major responsibility in this area — that continuing education must be considered as an integral obligation and function of the organisation, intimately related to the library's own goals, its planning efforts and its own management philosophy. The employing library likewise must provide for employer participation and decision-making in evaluating and providing feedback of continuing education programmes through the sponsoring groups, to participate in programmes, sharing expenses with other libraries and in instituting an accurate record system for continuing education activities.

The role of the State Library Agency was envisaged to be one of co-ordination of continuing education programmes on a state-wide basis; providing a link between individual libraries, library networks and regional authorities; identifying priority education needs; justifying continuing education requirements to the state funding bodies; providing role models for others by instituting their own internal training and staff development programmes; and participating in the active operational role of planning, implementing and evaluating statewide continuing education programmes. A further important responsibility seen for the State Library system was the need for the *appointment of at least one staff member* to be in charge of the co-ordination and promotion of continuing education within the state, a responsibility which, in fact has been shouldered by a number of State Library systems in recent years.

The CLENE respondents considered that the responsibilities of Library Associations at the State, regional and national level included: determining continuing education needs within the profession, (both current and future); organising and implementing programmes or package programmes; encouraging its members to participate by personal support and by disseminating information to others about continuing education; identifying continuing education expertise among the membership; committing conference time and resources to continuing education; establishing a continuing education committee within the association structure; establishing a closer relationship with employing libraries, particularly with regard to continuing education efforts; increasing the distribution of information and reprints on continuing education and subject areas from the association-sponsored journals and newsletters; and, most importantly, *fulfilling its accreditation functions by setting standards and guidelines for continuing education programmes.* In this regard, I feel strongly that Library Associations should play a similar, if not identical role in the accreditation of continuing education course packages and course programmes as they do in the certification and accreditation of tertiary and higher degree programmes.

The responsibility for *library schools* includes a special responsibility to continuing education. There are however many existing constraints upon continuing education programmes because of the imposed extra load upon existing staff and resources, and the fear of diversion of efforts from the regular educational programme. The particular responsibility of the library schools was seen to be to create and to fund dedicated staff positions specialising in continuing education, to conduct surveys of local needs of library personnel and to encourage staff to serve as resource persons, leaders and consultants in their areas of specialisation. Library schools are also seen to have responsibility for publicising programmes and encouraging faculty participation in such programmes. In the research area, the school has the responsibilty to define and sustain standards for its non-credit programmes, to evaluate the educational effectiveness and efficiency of different programme formats and methods of presentation, and to evaluate and consider the use of new instructional methods or educational technologies which seem to provide promise in maintaining and expanding the outreach functions.

Finally, the user (or the public) should, as a user support the concept of continuing education for librarians on the long term basis that the user is the ultimate beneficiary of the librarians' enhanced skills and knowledge.

The Continuing Education Unit

We have seen that one of the most rapidly growing aspects of adult education since World War II has been the continuing education movement. The proliferation and rapid growth in research uncovering new knowledge, changes in the technology available to professional and quasi-professional groups, and the concomitant obsolescence of previous techniques have led to a tremendous and still largely unfulfilled demand for continuing education in every field, directed to upgrading and retraining the existing practitioner and worker. The need to keep abreast and to update one's knowledge is particularly important in the professional and technical areas. A major change in the attitude of educators and the public at large, toward education, is that *it must be made available to people throughout their working life, or, it fails to meet the needs.* In the larger context, the development of national manpower policy and planning and education policy are inextricably intertwined, and most particularly in the substantial contribution that re-education programmes make to ameliorating some aspects of structural unemployment and job obsolescence.

Despite the enormous upsurge in such continuing education activities as workshops, seminars, evening classes and other forms of ongoing retraining and education, there has been, until recently, no effort to provide some form of *uniform* recognition and measurement of the efforts expended in these areas of self-improvement. Many professional societies and organisations have developed their own series of awards or certificates to provide evidence as to the satisfactory completion of continuing education subjects. But there is little evidence, in most fields that such awards are officially recognised for the purposes of advancement and other forms of recognition. Additionally, those participating in self-improvement activities have been unable to provide a uniform record of qualification or further qualification resulting from their continuing education experience. A report of *The National Task Force on the Continuing Education Unit* which met in the United States considered the possibility of creating a uniform unit of measurement and qualification deriving from continuing education activities.(21) This Task Force was developed to establish criteria and guidelines to implement a continuing education unit (CEU) as a uniform measure for non-credit continuing education. The purpose of the unit is twofold:

(1) it provides participants in continuing education activities the capability to "accumulate, update and transfer a record of their education experiences," and

(2) it also provides employers, certifying and licencing agencies and groups, and others who must evaluate expertise and educational accomplishments a uniform measure for the successful completion of educational programmes.

The establishment and use of the CEU has as its major objectives:

(a) "to establish permanent records for individual participants for accumulating updating and transferring information concerning non-credit continuing education experiences;

(b) to provide a uniform system for accumulating data at the institutional or organisational level to assist in programme planning and development and administrative and fiscal management of continuing education programmes;

(c) to establish a national system of measurement to facilitate the collection of data on the national basis and provide valid statistical information necessary for legislative action and public policy determination relating to non-credit adult and continuing education activities."(22)

How is the Continuing Education Unit Defined?

Contact Hours. The continuing education unit is defined in terms of *contact hours* that have elapsed in the performance of an ongoing education programme. "The contact hour is defined as a typical fifty-minute classroom instructional session, or its equivalent."(23) One continuing Education Unit (CEU) consists of 10 contact hours of classroom or equivalent instruction. The number of contact hours and the corresponding CEU's must be established before the programme commences, and the responsibilities for determining the number of units associated with any given programme rests with the officer-in-charge or the director of the educational office administering the continuing education programme. The Task Force recommends that programmes involving less than 10 contact hours of instruction, that is less than one CEU, should be discouraged to avoid the granting of fractional units. Such shorter programmes are not considered to be desirable, indicating that they may not be adequate to meet the educational objectives of the activity.

"Contact hours" refers specifically to the amount of actual time spent in the classroom with direct participation between the attendee and the lecturer and in time spent at laboratory sessions, field trips and such methods of instruction involving *independent study*, directed reading and even correspondence courses. These latter forms of activities can be considered in the award of the continuing education unit, but the measure, *contact hours*, must be based on developing measures for them in *equivalent* instructional class hours. It can be seen that there may be considerable latitude for subjective judgments in creating the equivalences, and such non-classroom kinds of activities may be criticised in terms of the development of the measure for the CEU. Wisely, the criteria for awarding the CEU do not include meeting time devoted to business, to announcements, welcoming speeches or reports on organisational activity and do not include time spent on social activities, study time, and related activities outside of the class.

Requirement for an organized continuing education experience. The definition of the continuing education unit which provides for 10 contact hours of participation, also requires that the participation be in an "organised continuing education experience" which is based upon the presumption of planning of the educational programme to meet a specific need and the prior determination of the programme's objectives in terms such that:

(1) the audience to be served is clearly defined;
(2) new skill or understanding will be gained through the coverage of the subject matter and the programme format and instructional methodology utilized in the course.

It is expected that the planning for such organised continuing education experiences requires input from the administrative personnel of the sponsoring organisation, the lecturer or instructors responsible for the teaching or discussion leading role and with representatives from the professional or technical groups being served by the programme.

Responsible Sponsorship. The third aspect of the definition of the CEU is that the contact hours which are provided in the organised educational experience be under responsible sponsorship. Here, *responsible sponsorship* is defined as an education institution, a professional association, a business or government organisation in which the sponsor assumes administrative responsibility for the entire conduct of the programme. This requires the undertakings of the provision by a professionally qualified director or administrator, and the maintenance of a permanent records system covering the activities, the financial enrolment and performance records of the attendees. Administrative criteria applied to the evaluation of the "responsible sponsorship" relate to such elements as:

> "'*Organisation*' — the sponsoring organisation must have an identifiable educational arm with designated professional staff empowered to administer and co-ordinate an organised schedule of continuing education programmes."
>
> "'*Responsibility and control*' — the sponsoring organisation through its educational arm must maintain administrative control of all programme elements to assure that both immediate educational objectives and sound educational and administrative criteria are met."
>
> "'*Facilities*' — the sponsoring organisation must provide or arrange for appropriate educational facilities, library and reference materials and all necessary instructional aids and equipment consistent with the educational content, format and objectives of each learning experience."
>
> "'*Maintenance and Availability of Records*' — a permanent individual record of participation must be maintained by the sponsoring organisation and be made readily available to participants on request."(24)

Capable Direction. The fourth element in the definition of the continuing education unit requires that contact hours be provided as an organised educational experience under responsible sponsorship and *under capable direction.* The notion "capable direction" includes that there be participation by *professional educators* in programme planning and development, that the educational format chosen for the subject or course be effective for the intended purposes and objectives of the course, that qualified instructional staff be assigned, that there be adequate programme management and administration, and that the design and implementation of evaluation techniques be instituted in which both the programme and the participants be effectively evaluated and assessed.

Qualification of Teaching Staff. The final portion of the definition requires that the continuing education unit programme rely on "*qualified instruction.*" Ideally, qualifications should include demonstrated competence through experience, by formal education or training, and/or by publication on the subject material; ability to communicate and transmit course content to attendees; thorough understanding of the objectives of the course programme (such as the terminal or exit knowledge and understanding to be present in the attendee in the completion of the course), and a knowledge of the educational methodologies and learning processes applied in the activity.

Applications of the CEU

The Task Force considered that the continuing education unit could be applied to a wide variety of continuing education courses with variable formats, durations, sponsors, subject matter, level or purpose. The Unit could be awarded by any institution that met the administrative criteria just described, regardless of whether they are units within government, within private organisations, or within a traditional educational institution. Since the basic measure of the CEU is the instructional contact hour, a traditional measurement unit in most educational environments, the unit is seen to be useful in most forms of educational experience and can be translated into equivalent contact hours where there is non-classroom experience involved. The acceptability of the unit as a *nationally recognised standard of measurement* would permit uniform and comparable evaluation of previous educational experience by employers or others to do so in the same manner that is accorded to satisfactory completion of equivalent credit contact hours in secondary and tertiary institutions.

In the United States context, the CEU was also considered to be an important standard unit of measurement to evaluate the amount of continuing education activity sponsored by a given institution or organisation. This permits the sponsoring organisation to quantify and summarise its total non-credit continuing education efforts and to develop standardized financial reports such as budgets and cost data needed in programme planning. From the viewpoint of the institution, such uniform reporting systems would be helpful in justifying requests made for funding of these programmes, and in permitting administrators and funding agencies to have similar or equivalent methods of comparison from institutions providing such programmes. In the situation where information is needed at state, regional and national levels to develop continuing education policies, the standard unit of measurement provides data of a more precise and comparable nature to permit evaluation as to the amount of effort spent in particular subject areas, the use of particular programme format, the activities of sponsoring organisations, and the definition and quantification of client groups which have been served. Finally, the purpose of providing the individual with upgrading and retraining opportunities is certainly realised more fully when a permanent record of educational accomplishment exists and there is, in fact, official recognition of the accomplishment through the award of the standard unit.

The Task Force indicated that the personal records reported in the continuing education unit can be used to meet requirements for:

(1) "Maintenance or improvement of professional competence;"
(2) "Documentation of continuing qualifications for licensure, certification or registration;"
(3) "Evidence of personal and vocational growth and adjustment to the changing career demands;"
(4) "Preparation for a new career by personal preference or as caused by the pressure of individual or technological obsolescence;"
(5) "Demonstration of a conscious and persistent effort towards personal development."(25)

The accumulation of Continuing Education Units awarded or gained by continuing education activities provides the individual the opportunity to amass a record which substantiates the efforts to achieve long-range education goals by judicious selection of the continuing education options available. "Progress towards such goals at the individual's own pace and probably planned over a number of years of adult life, can be demonstrated and documented in terms of the record of CEU earned."(26) The Task Force points out that in the absence of such a record of activity in continuing education, there has been a tendency for continuing education activities to be restricted to "very narrowly defined goals and short-term educational objectives."

The National Task Force, in developing the continuing education unit, wisely I think, sets certain limitations on the granting of the award. Educational activities which were disallowed included programmes carrying academic credit, programmes leading to high school equivalency, certificates or diplomas, orientation programmes used by government agencies or corporations , activities of committees. or activities by delegates to conferences involved in policy making activities, and meetings and conventions. Attendance at meetings and conventions does not qualify for the award as such, unless the educational activities are programmed independently and held concurrently with these meetings, and that they meet the other requirements of the continuing education unit. In addition, mass media programmes such as those delivered by television, radio and newspaper are not accredited unless these are a part of an integral part of an educational programme which qualifies under the continuing education unit criteria and guidelines. Other areas ruled out for the award are areas relating to attendance at lecture series, cultural performances, on-the-job training, apprenticeships and similar work experiences, and independent scholarship or individual self-directed study efforts. In a similar manner, activities of a non-educational type associated with membership in associations and professional societies are also excluded.

Alternative Criteria. Aside from the actual estimation of completion of the required number of contact hours, there are other criteria that govern the awarding of the continuing education unit. The programme calls for the establishment of alternative criteria (other than attendance hours) for the evaluation of performance. These may be established by the planning committee, the course director, or the class instructor, and the performance verified and recorded by a designated official of the sponsoring institution. The institution keeps records of attendance, evidence of the contributions of individuals who have completed the course and other performance evaluation methods which have been established by the programme's sponsors.

The aim of the Task Force in developing these additional criteria is to emulate to the greatest possible degree the normal attendance and performance requirements established by secondary and tertiary institutions and to ensure the development of a uniform system of record keeping to record the continuing education unit award and the performance of participants.

The record system is kept on a pemanent basis and transcripts or official statements of performance and completion would be available to individuals or to potential employers. With respect to the issuance of transcripts and the keeping of records, the Task Force recommended a minimum set of data elements or information units to be included as follows:

"(1) Name and address of the awarding organisation, institution;
(2) Name of the individual participant;
(3) Identification number or social security number of the participant;
(4) Title of the programme or activity;
(5) Completion date of the programme or activity;
(6) The number of continuing education units awarded."(27)

The Task Force also recommended that additional information might be included in transcripts or official reports of the candidate's performance such as a brief description of the programme or activity giving indication of content, level, objectives, as follows:

"(1) A brief description of the programme or activity giving some indication of content, level, objectives and format (should be retained permanently in the sponsor's files)."
"(2) Evaluation of individual performance, if available."
"(3) Instructors utilised in the activity."
"(4) Location of the programme (city or facility).'"
"(5) Co-operating organisation — company, agency, association or institution."
"(6) Additional personal information about the participant (address, date of birth, educational background, employment status, programme status, etc.)."

The question of programme quality and evaluation of programmes was conceived by the Task Force as being an integral part of the process which would flow out of meeting the definition of the Continuing Education Unit defined as "10 contact hours of participating, in an organised continuing education experience, under responsible sponsorship, under capable direction, and with qualified instruction." The criteria established for each continuing education activity included that definition, and required the activity to be planned as a result of input from all participating groups with a clear statement of purpose, with qualified instructional personnel, with established performance criteria for the client and for staff members, and with a proper system of programme evaluation and record keeping. All of these were seen by the Task Force as combining together to ensure the quality of the programme. An important aspect of the aspirations of the Task Force were that user groups must participate in evaluation of the programme. Without spelling out the specifics, it was assumed that such user groups would include the appropriate professional organisations providing for certification or professional affiliation in the field. Further, the *evaluation* process was considered to be a function of both the sponsoring organisation and the user groups; the Task Force recommended that the methods of evaluation be developed for continuing education as an integral part of each programme. Suggested objectives of such programmes were to include:

(1) "Changes in the attitude, approach of the learner to the solution of problems;"
(2) "Presentation of new knowledge or updating obsolete information in specific content areas;"
(3) "The introduction to and/or mastery of specific skills and techniques;" and
(4) "Improvement in the selective responses of the learner."(28)

The CEU and Association Accreditation Policies

I see considerable potential in the development of a standard measure for continuing education activities as meeting the requirements for uniform means of assessment by employing groups, by those involved in further education, and in meeting the goals of an individual for self-improvement and the need to receive tangible recognition of the effort expended. I think, however, the development and implementation of such a unit also provides an opportunity for the Library Association of Australia to expand its accreditation responsibilities, now limited to formal credit programmes in the colleges of advanced education and universities, to adult education. With the end of the registration programme, LAA's main role will be in accreditation of programmes, no longer in registration of individuals. If one considers continuing education as an essential aspect of professional and staff development, it is hard to see why continuing education programmes should not be similarly evaluated and accredited to ensure that quality programmes are made available and that candidates attending programmes will have some reasonable and *official* assurances that a minimum standard is being observed. The continuing education unit type of recognition does not, in any way, inhibit institutions sponsoring continuing education activities. Any programme sponsor willing to meet the administrative and programme criteria established for the award of the continuing education unit is eligible. The ease of handling accumulated continuing education unit records permits the qualifying association to compile statistics on a uniform basis for ongoing educational activities and permits the evaluation of programmes on a nation-wide basis from the viewpoint of their adequacy and from the viewpoint of whether gaps in training are being met. The responsibility for meeting the educational requirements rests at the sponsorship level, however and any institution or organisation meeting the administrative programme criteria can award the continuing education unit.

This Conference's concern with library education, is exemplified in the presentations by Dr. Radford and by Mrs. Trask, which traced the evolution of Australian librarianship education in the context of the work of the Association. These discussions raise certain issues with regard to the need of the Association to restructure and refocus its own educational objectives and role. It can be argued, on narrow and emotive grounds, I think, that the search for a new LAA role is dominated by a pragmatic interest in replacing the revenues lost in the Association's expiring examination and registration programme. I think that the question "Who pays, how much, for what services?" is secondary to the question "Is there a need for an ongoing and continuous programme of high standards, and who is best able to plan and co-ordinate it?"

The question of the propriety or morality of user charges and fees as the mechanism for financial continuing education is part of a much larger scene concerning the funding of "public goods" of all kinds, education, social welfare, bridges and highways, medical care etc. The arguments commonly heard for opposing stands on funding methods are highly polemical and never-ending, and it is pointless to review them here. It may be that in some rosy future, continuing education will be funded in the same public manner as other forms of education. It is useful, however, to make certain distinctions between *universal education* and *specialist education* in the professional area. The proposition that continuing education should be free of charge to the user ignores certain differences between continuing and "regular" education. From even a Marxian point of view, one may assert that "free education" (that is, paid for by the public at large) *beyond* the basic university or college degree is at least of equal (and probably greater) professional and economic benefit to the recipient, as it is to society at large. Economic rewards do eventually accrue to the professional from such education; those who are the principal reward beneficiaries are not, therefore, unjustly treated in being asked to invest some of their own resources to gain the rewards. Additionally, and I think even more so in the future, a good deal of the cost of continuing education is, in fact, already borne by and budgeted for by governments, insofar as they support the revenues of the sponsoring libraries, which in turn, usually reimburse their employees for continuing education activities.

In addition, the Australian tax laws permit partial recapture of continuing education fees, which is in effect, a public subsidy. These factors taken together, should mitigate any guilt feelings about violating Australian traditions and policies in not providing continuing education as a "free" service. The facts are, that most costs of continuing education are transferred back to the public through these mechanisms, and to that extent are "free" in the sense that characterizes public education, i.e. it is tax-supported.

If we then accept that a free structure is, for the time being, a reality in the funding pattern for continuing education, then I see no reason why the Library Association should not benefit in receiving or sharing in fees accruing from such programmes, in return for the services and contributions it can make to the educational improvement of the library profession. It can do this by creating, sponsoring and giving courses in concert with educational institutions and master professional/teachers; by monitoring and ensuring the quality of offerings, and by developing and utilizing a recognition system for continuing education equally acceptable to the profession and to its employers.

The Role of the Association in Continuing Education

In view of the cessation of the registration programme, what can the Association do to refocus its educational role? *Sponsoring and accrediting* continuing education activities, I think, should be considered as its top priority. LAA has the potential to perform this role effectively, with credit and due regard to its professional obligations. If, as a result, it can simultaneously replace some of its lost revenues from the expiration of the registration programme, so much the better.

Some activities that are consonant with LAA's continuing responsibility in library education would include:

(1) *Developing, testing* and *sponsoring* a *repertoire* of *graded continuing education packages,* to be offered on an organised, continuing basis throughout Australia. Such packages should meet the requirements for work-related content, should provide accessibility, freedom of choice and be responsive to specialist needs. These are the main factors affecting librarians' decisions to enter into continuing education activity and if we believe our own propaganda about user orientation, they should be incorporated into a continuing education programme. *Standard, reasonable, and uniform* fees should be established, with the objective of recapturing all operating costs, *plus a small,* but measurable, margin as a reserve to cover development costs and to permit expansion of the programme as need dictates.

(2) The Association, in concert with other professional and technical associations and societies, should seek to establish a standard unit of recognition or award similar in purpose to the tertiary institution's credit system, so as to provide a reasonable and uniform *recognition system* for continuing education activity, and a means for uniform measurement of professional self-development programmes.

(3) The Association should evaluate, and when justified, *accredit* continuing education packages produced by itself and others to ensure that they meet a minimum set of educational objectives, and are of acceptable professional quality.

(4) The Association should engage in a continuing programme of needs assessment, through periodic canvassing of user needs of Association members at all levels of employment and in all types of libraries.

(5) The Association should seek resources, in concert with education institutions, to perform research on *effective formats and delivery systems* for on-going education. Particularly, it should investigate delivery systems for the geographically isolated librarian.

(6) The Association should investigate the feasibility and/or desirability of a re-registration programme to encourage professional librarians to accept life-time learning as a necessary and essential part of staff and professional development.

(7) The Association should expand and formalize its function as an information centre and co-ordinate body for continuing education programmes throughout Australia, to notify members of continuing education opportunities and to rationalise course offerings.

In summary, the Association can, and *should,* in my opinion, become the focal point for planning, implementing, co-ordinating and rationalizing continuing education activities in Australia. I see no essential difference in role or responsibility between the Association's activity in evaluating and accrediting continuing education programmes, and its past responsibilities for establishing qualifications for individuals and its current responsibilities for the evaluation and accreditation of educational institutions.

If life-long education is as essential as is claimed, then programmes for library continuing education should be scrutinized with the same concern as is given to pre-professional study, and should be subject to expert, outside evaluation.

One must view the continuing education movement in librarianship not only as part of a much wider movement in all professions and technologies, but extending to every vocational level where change in technology, methods, and the structure of agriculture, industry, and the service professions requires that re-education, re-training, and re-learning programmes be developed to cope with the effects of change. To the extent that continuing life-long education is a concern to so large a spectrum of vocations and professions, there would seem to be ample opportunity for co-operative efforts to secure formalization and institutionalization of continuing education programmes so that it takes its rightful place as a legitimate and necessary part of the nation's educational system.

The continuing education movement holds a promise to achieve what has been difficult to do in the traditional tertiary library school environment, and that is to re-integrate formal education with learning achieved on the job. The divorce of these two modes of learning by the increasing emphasis on theoretical approaches in tertiary institutions has in fact put the vocational aspects of education in professional studies in decline — it is my belief that continuing education programmes have the potential to effect a reconciliation between these two equally essential components of educational development.

In the larger educational sphere, the rationale for such a reconciliation must also intrude into the thinking on professional first and higher degree programmes as well. The dichotomization of theoretical and job-related learning has all but eliminated consideration of the use of practicums, work-study, co-operative and internship programmes. Despite the many practical structural and administrative constraints on incorporating these into the traditional post graduate curricula without drastic changes in their organisation and length, there is a promise that such re-organization can achieve the welding together of academic and job-related learning. But until that is a reality, continuing education programs will have to bear the brunt of effecting the synthesis between the classroom and the work-desk.

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Intergovernmental Publications:
ORGANIZATION AND CONTROL

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I INTRODUCTION

There are two kinds of international organisations, intergovernmental and non-governmental. I shall only deal with the former.

An intergovernmental organisation is established following formal agreement by three or more governments to create an association. This association may be for mutual protection. It may be formed to allow member governments to co-operate in economic or social projects, or to give each other or associated countries economic or social assistance. Or it may enable member countries to co-operate in a specific field of activity.

Intergovernmental organisations follow a basic pattern, with individual variations. They are founded by formal agreement, and their terms of reference and conditions of membership are laid down in this agreement or in their rules of procedure. Their activities are funded by contributions from member governments. They have a regular forum where delegates from member governments can discuss and develop policy and review programmes. They have an established headquarters or secretariat which administers their programmes and provides back-up for their meetings. Diplomatic relations between an organisation and its member nations are carried out either by means of a permanent mission or through representation by the member country's embassy in the city where the secretariat is located.

Most of the intergovernmental organisations confine their membership and their activity to one geographical region, and are called regional organisations (e.g. European Economic Community, South Pacific Commission). The only world-wide organisation is the United Nations. It is by far the most prolific producer of documentation. Some of the principles of arrangement and the difficulties of control and organisation of this documentation are common to other associations, so I shall mainly confine my explanations and examples to this system.

The United Nations Organisation had its beginnings at a meeting between Winston Churchill and Franklin D. Roosevelt in 1941. The two leaders drew up a joint declaration of principles for future world development, known as the Atlantic Charter. This Charter was accepted in 1942 by the twenty-six allied nations at war with the Axis powers, who called themselves the United Nations. In 1944 the United States, Britain, the Soviet Union and China held a conference at Dumbarton Oaks to establish the framework of a post-war international security organisation. Most of the proposals drawn up at this conference were later included in the Charter of the United Nations, and as well as dealing with the maintenance of international peace and security the conference established most of the main organs of the United Nations Organisation. The Yalta Conference in February 1945 between the U.S., Britain and the Soviet Union agreed that a conference of the United Nations should be held at San Francisco in April 1945, and settled the voting procedure to be used at this forthcoming conference. Finally, delegations from forty-six nations met at the United Nations Conference on International Organisation (April-June 1945, San Francisco) under the sponsorship of the four major allied powers. At the end of this Conference the United National Charter was signed, and this Charter entered into force in October 1945.

The United Nations system is made up of several groups of bodies. The first Group is the General Assembly and the major organs — the Economic and Social Council, the Security Council, the Trusteeship Council and the International Court of Justice. The second group is the Special Bodies, such as the United National Environmental Programme and the United Nations Children's Fund. These are semi-independent and have been created by resolutions passed in the General Assembly or the Economic and Social Council. They are funded by the United Nations, and their activities are under the general direction of the Assembly and the Council. The third group is the Specialised Agencies. These Agencies were formed to handle international activities in social and economic fields. They are independent organisations and have been founded by agreement between member governments. However, they have close links with the United Nations through its Charter, and the U.N. can influence their policies and programmes as well as co-operate with them in given projects.

The United Nations has two secretariats or headquarters. The main one is in New York, where the General Assembly and the Councils meet and where most of the Special Bodies have their headquarters. The second is the old League of Nations building in Geneva and this is the headquarters of several special bodies and research units, as well as the Economic Commission for Europe. Some Special Bodies and Regional Economic Commissions of the Economic and Social Council have their headquarters in other parts of the world.

Some of the Specialised Agencies, such as the International Labour Office and the International Telecommunications Union were established long before the United Nations, but have been brought into its framework. Most of them have their secretariats in Europe. Their members may also be members of the U.N., but they pay separate dues to the Specialised Agencies.

The activities of the various bodies within the United Nations system are instigated and supervised by their main Assemblies and Councils, and except for the International Court of Justice, are carried out through a mass of permanent or ad hoc councils, commissions, committees, conferences, working parties, symposia all meeting at regular or stated intervals. The pattern of these varies from organisation to organisation but all are alike in creating a mass of documentation.

II DOCUMENTATION

Documentation is the collective term used to define the printed material issued by an organisation. The material may be mimeographed documents or publications.

In spite of the mass of material they produce the United Nations bodies are not a group of publishers. Their documentation is created to provide information to their members and to record their activities and decisions. Sales publications are a minor source of revenue. Documents are produced solely for the use of member governments, the delegates to meetings and the staffs of the organisations. They are produced before, during and after meetings, and to keep participants up to date. They have to be produced as quickly as possible and delivered to the correct recipients. This is why the document coding system has been developed. The coding system firstly identifies each individual document by the body responsible for producing it whether it be the General Assembly or a small working party of an ad hoc committee of a regional economic committee of ECOSOC. Secondly, each document is identified by a number which gives it a sequence with the rest of the documents issued by that responsible body.

This means that a delegate to the meetings of a particular committee automatically receives documents relevant to the meetings he has attended, and member governments receive all documents they need to carry on their relations with the organisation. It also incidentally means that the whole series of documents reflects the overall structure of the organisation.

III CATEGORIES OF DOCUMENTS AND PUBLICATIONS ISSUED

There are four categories into which the documentation issued by an intergovernmental organisation can be divided. The first is administrative. Instructions and guidelines are issued for the staff on administrative matters. Delegates need to know dates and agenda of meetings, representation at meetings and conferences, programmes of conferences, lists of documents issued. Staff lists and lists of members of permanent missions representing member countries are also issued.

The major category of documentation is concerned with the actual functioning of the organisation and with the implementation of its programmes. Most of these are issued in preparation for or during the various sessions of the units within the organisation.

As examples:

Each year for three months all member countries of the United Nations send delegates to the General Assembly. Beforehand, the Secretariat has circulated to representative missions and all member governments a provisional agenda of items to be discussed during the session. These items cover the whole range of the Organisation's activities. The Secretariat also despatches beforehand for study background papers and communications received from member governments or other organisations on items on the agenda. During the period of the Assembly, records of meetings and the draft and final texts of resolutions are issued. Therefore, the documents issued for a particular agenda item may include these background studies and communications, records of meetings on the item of the full session of the Assembly or of meetings of permanent or ad hoc committees to which the item has been delegated for further discussion. They may also include the texts of resolutions which formalise the Assembly's attitudes, policy and recommendations for action on that item.

A selection of these documents will eventually be incorporated into permanent or official records of the Assembly which will be issued as publications. Besides an introductory section listing the contents and checklisting all the documents issued during the session, the official records are arranged into three sections:

The *Meeting Records* of the full Assembly and of its six permanent committees;

The Annexes, which reproduce the other main documents issued for each agenda item; and

The Supplements.

These latter are reports presented to the General Assembly on the previous year's work of the three Councils and the International Court of

Justice, the ad hoc committees currently in being, the special bodies, the report of the Secretary General on the work of the United Nations, the annual budget, and the text of resolutions passed during the session of the Assembly.

The third category includes publications which provide specialist information of general interest within the Organisation's field of competence. This often includes material not available from other sources. The United Nations Statistical Office, and the Specialised Agencies issue many statistical publications based on material supplied by member countries. Research units within the organisations may provide specialist studies — e.g. the United Nations Research Institute for Social Development has issued a brief series of reports on the problems arising from social and economic development in developing areas.

For the twenty-fifth anniversary of the Universal Declaration of Human Rights the Secretariat's Division of Human Rights prepared a compilation of international instruments relating to human rights, such as texts of conventions and declarations, and a number of instruments adopted.

The U.N. or Specialised Agencies may also place outside specialists under contract to carry out research or provide operational assistance within specific subject areas, and may publish their reports.

The fourth category includes material which supplies information on a particular aspect of the organisation or on the overall activities of the organisation to a wider public. One of the major policies of the United Nations is to disseminate information on its activities as widely as possible, and also to mobilise public opinion and educate people in its work. The Office of Public Information at the United Nations Secretariat issued most of these items.

Press releases summarise debates and discussions at meetings and conferences: they reproduce statements by the Secretary General and transcripts of his news conferences: they summarise important reports and they give biographies of appointees to the Secretariat staff. These press releases are news items, not official documents, but some of the material they contain is not reproduced elsewhere.

U.N. Monthly Chronicle summarises events within the United Nations, outlines principle statements in major debates, gives texts of draft resolutions, and records the election of officials, the appointment of special representatives and the creation of new bodies.

Yearbook of the United Nations summarises the year's activities of the major organs, the special bodies and the specialised agencies.

Fact sheets, leaflets and brochures are produced to give in depth information on a particular topic or activity.

Feature services are prepared by writers from several divisions within the United Nations. They include articles and background stories on economic and social topics for correspondents accredited to the United Nations and for the press.

IV DISTRIBUTION

The U.N. Headquarters have three categories of documents for distribution purposes. *General* documents receive the widest distribution appropriate to the body concerned. These include background documents, meeting records, agenda, studies and reports previously requested, communications from member countries, adopted resolutions and other decisions of the main organs.

The second category of documents are normally distributed mainly to participants of meetings and to member governments. These are the *limited* series, whose documents are normally of a temporary nature such as draft resolutions, draft reports, and other action documents, papers dealing with the order in which items will be discussed, and other ephemeral matters. Unrevised translations circulated during the course of a meeting, certain meeting records that will later be issued in corrected form bear the word "provisional," and may be issued to participants only. Also included in this category are conference room papers, which are informal documents not issued in symbolised series.

A *restricted* classification is used for documents and meeting records whose contents require at the time of issuing that they not be made public. Distribution of these documents and records is determined by the issuing body. The Dag Hammarskjold Library at the U.N. Headquarters has a regular session of review and declassification of these documents in consultation with the issuing bodies.

Documents and publications are issued daily from the U.N. Headquarters. Internally, they are distributed to the Secretariat, the Library and the Documentation Section, the Press Meetings and Services Division, the Sales and Stock Section. Externally, they are distributed in the following order: to ministries, embassies and other governmental addresses; to other intergovernmental agencies; to non-governmental organisations in consultative status; to specialised agencies; to the other U.N. Headquarters and to U.N. offices outside New York and Geneva; to U.N. information centres; and to depository libraries.

Outside this distribution, publications may be exchanged with the U.N. libraries in New York and Geneva, who have arrangements with about 700 institutions. Publications may be sold singly or by subscription for periodical titles. The Sales Section has standing order services covering printed publications as well as major mimeographed documents by subject category. A global order entitles an institution to receive all generally distributed material.

Under the original depository library scheme, which was designed to promote active use of United Nations material, each member nation and non self-governing territory was entitled to one depository library. In addition, the national parliamentary library could be designated a depository at the request of the government concerned. Additional depositories within a country could be designated when the size of the area and the population and the evidence of local interest and need dictated. Depository libraries were chosen by the Publications Board, with the advice and co-operation of the Dag Hammarskjold Library. However, because of financial considerations, after 1973 the appointment of new depository libraries was limited to countries who formerly did not have any. Since 1975, free deposit has been limited to one library per country, and all other depositories are required to pay an annual contribution.

Depository libraries are asked to nominate one of the four official languages of the United Nations for their documentation, and on the basis of their capacity to handle the material are designated either as complete depositories to receive all printed publications and general distribution mimeographed documents or as limited depositories receiving printed publications only.

Material issued by the International Court of Justice is outside the normal depository system. I.C.J. publications are distributed to the governments of all states entitled to appear before the Court and to major law libraries throughout the world.

Under the terms of the deposit, libraries are obliged to keep the material in good order and under adequate control of qualified library staff. They should make the material accessible to the public free of charge at reasonable hours. They are expected to make the deposited items available through interlibrary loan or in photocopy to users within their area who cannot easily visit the depository library concerned.
Within the United Nations system, the deposit includes items issued by the Headquarters in New York and Geneva. The Specialized Agencies would have their own arrangements, if any.

V *AVAILABILITY*

In the first place, outside the general distribution series issued by the United Nations Headquarters, the availability of documents in particular depends on the policy of the issuing body. The United Nations makes its documents available as far as is economically possible, but some specialised agencies, such as the World Health Organisation and the Development Banks regard their documents as policy material for the use of their organisations and member governments, and do not make them available to outside sources.

Because of the volume of the documentation, and the varied sources which produce it, the United Nations itself finds it difficult to keep track of everything it issues. It has no system of statutory archives, and there is no guarantee that all of its material will be preserved or made available. Some of the regional economic commissions and other outlying offices can only handle the distribution of documents within their area. The Headquarters publishing service is responsible for producing general documents in the main series for outside distribution.

Government departments holding U.N. material may not be able to gather complete collections. A designated number of documents and free issues of publications are forwarded to member governments either direct (by specialised agencies) or through the United Nations Headquarters. However, outside the General Assembly, member governments may not receive documents issued by Committees or other bodies of which they are not members.

Libraries receiving all "general distribution" material are not included in the distribution of certain categories of material, such as press releases, newsletters, bulletins and similar periodical publications issued by substantive units of the Secretariat, and administrative documents.

The United Nations Secretariat has laid down guidelines for the retention of stocks of documents and publications. Mimeographed documents are normally available for two years after the original date of issue. Those documents which are reprinted in Official Records are destroyed as the Official Records are sublisted. Stocks of Official Records and sales publications are reviewed after five years, while stocks of periodicals are reviewed every two years. Stocks of certain publications, such as supplements containing texts of resolutions, are available permanently.

Over the years the United Nations has made continuing efforts to control the volume of documentation which it issues. This control is aimed at saving the Organisation time and money, but it will make the use and acquisition of documentation harder for libraries and researchers. Not so much information will be available, and it is becoming available in permanent form long after the originals have been issued. There may also be reductions in the numbers issued for each document. At present there are up to three years' delay between the issuance of preliminary meeting records and the final official records of the General Assembly and the Security Council.

One problem for such an organisation in the limitation of documents is not to curtail the right of member nations to record their opinions. The United Nations is the only forum available to some of the world's smaller or less developed countries.

Another problem in limiting documentation is that the volume depends to some extent on the number of meetings held, so the control of documentation is linked with the control of the programme of meetings and conferences. The Organisation has been concentrating on limiting the number of meeting records produced. The General Assembly has approved a set of criteria for the provision of meeting records. Since the 24th Session of the General Assembly, no new bodies created have produced meeting records without the specific authorisation of the main organ concerned. Some regional and functional commissions of ECOSOC have decided to dispense with meeting records on the whole or in part. There is an increasing practice by many bodies of adjourning their formal meetings and reconvening in informal meetings for which no records are kept, until such time as there are consensus, or decisions, which are then recorded in formal meetings or included in reports by subsidiary bodies to general meetings. The General Assembly approved a set of criteria for the provision of meeting records to be applied experimentally in 1976/77. The principle criteria were:

> Meeting records would continue to be provided for the plenary meetings of the General Assembly, the Security Council and the Economic and Social Council.
>
> Meeting records should continue to be provided for a limited number of selected subsidiary bodies of the General Assembly discussing matters of substantive importance, but only for meetings at which such items are dealt with.

All this means that it will now be harder for researchers to find out what has been going on within the Organisation.

The use of microform is being developed within the United Nations Organisation system, again mainly for members' use. Its extended use depends upon its acceptability to member states. Since 1973 the microform programme has functioned in addition to conventional documentation. The Dag Hammarskjold Library has been made responsible for the conversion into microform of items preserved in the collection maintained by the Documents Service Division, and it has worked out a programme of converting retrospective records to microform.

The Library deals with material issued by the United Nations and the ICJ. The United Nations Conference on Trade and Development, the United Nations Industrial Development Organisation and the Economic Committee for Europe have their own programmes, based on Geneva, while among the specialised agencies the Food and Agriculture Organisation, the International Atomic Energy Agency, the International Labour Office and the United Nations Educational, Scientific and Cultural Organisation have their own programmes. A standard for microfiche has been adopted within the United Nations system (reduction in ratio of 20).

Microfiche has been chosen for all texts within the scope of the computer-based United Nations Documents Information System, and of all other texts which are likely to be in more frequent use. The four official language versions of the Official Records are being placed on microfiche, as are studies and reports issued as sales publications or for general distribution. Year books, the printed publications of the ICJ, and the United Nations Treaty Series will be issued on microfiche, as will the proceedings, papers and reports of conferences, seminars, workshops convened by or under the sponsorship of the United Nations, and technical co-operation reports.

Roll-film has been chosen for the storage of texts which are used less frequently but which are to be preserved permanently for archival purposes. These include Chinese and Arabic versions of material reproduced on microfiche, periodicals, newsletters, serials and other recurrent publications in all language versions, mimeographed documents not included in UNDIS, press releases and other public information materials, and internal distribution documents.

Negative masters will be used by the Organisation to produce additional positive copies for sales purposes.

The success of this programme will depend on the financial situation, and the availability of staff.

VI COPYRIGHT

Normally, documents are not copyrighted. If a document series (such as the proceedings of a major conference) is likely to be reissued as a copyright publication, then the decision to copyright is made before the documents are distributed.

The U.N.'s policy on placing its publications under copyright varies, and decisions are made by the Publications Board. The U.N. favours dissemination of the contents of its publications as widely as possible by all reasonable means. Some material which has been expensive to produce has been copyrighted (e.g. maps of natural resources of Asia and the Far East). United Nations Year Book material which contains information supplied by member governments, who would not have been prepared to furnish the same information to commercial publishers, is placed under copyright. Examples are statistical scientific and other specialised technical publications.

Specialised Agencies have made their own arrangements for copyright, e.g. the International Labour Office places all its publications under copyright.

VII ORGANISING A COLLECTION OF INTERGOVERNMENTAL ORGANISATION MATERIAL

A library's decision on how to organise its collection of IGO materials will depend on the size and nature of its collection and the needs of its users. Does the library receive documents as well as publications; does it need to keep the collection separate or is it concerned with the subject matter in the collection rather than its source?

A depository library has the responsibility for the promotion of United Nations material as such, and it must be clearly identifiable within the library's collection.

A government department may have the responsibility of advising on the formulation of policy with regard to the United Nations or a specialised agency. Here the users have a particular need for rapid access to current documents.

A large academic or parliamentary library may find that several categories of its users have an interest in the United Nations as a source of documentation — particularly from bodies dealing with international law or from regional economic commissions.

Most libraries however, particularly those receiving publications only, may prefer to absorb the material as appropriate into their general collection of monographs, serials and pamphlets.

The United Nations has devised number coding systems for its documents and publications.

Some publications issued by the United Nations Headquarters are assigned sales numbers, although official records, the United Nations Treaty Series and certain periodicals are omitted from the sales number series.

Certain publications which begin their life as documents issued by one of the main organs may retain both document number and sales publication number.

The sales numbers were devised for publishing and distribution purposes. These numbers are divided by decimal points into distinct units:

Firstly, an upper case letter indicating the language in which the publication is produced.

Secondly, the last two figures of the year of publication.

Thirdly, a Roman numeral representing a broad subject. The major subject field, economics, is further divided by capital letters.

Fourthly, an Arabic numeral, giving the sequence of issue within that subject category for that particular year, e.g. E.76.II.D.3: Handbook of International Trade and Development Statistics, 1976. (English language publication, issued in 1976, in the Trade, Finance and Commerce category. Third publication in that category for the year).

E/F.76.IV.8: Obstacles Uniting the access of disabled children to rehabilitation services and education. (Publication issued in English and French, and the eighth publication issued in the Social Questions category for 1976.

A library can use sales publication numbers as an ordering device. It may have blanket orders for publications within certain subject categories. In this case, it may use the sales numbers as a record of the items received.

Unless the collection of sales publications is a comprehensive one, and the library has a particular responsibility for United Nations documentation, then publications are better absorbed within the library's general classification. Sales numbers only classify material broadly, and they also separate issues within a series.

The United Nations does not issue catalogue records. The Library of Congress has catalogued a number of United Nations and Specialised Agency documents and publications, but the coverage is not comprehensive.

The coding system for documents is based on the issuing body and the sequence in which each document is issued. The principles of coding are similar throughout the United Nations system, but there is no absolute standard of document coding applied for all the various organisations, and each Specialised Agency has its own system.

For items issued by the two United Nations headquarters, the symbol for each document firstly identifies the issuing body.

A/— = General Assembly
E/— = Economic and Social Council
S/— = Security Council
T/— = Trusteeship Council
ST/— = Secretariat

Certain special bodies have their own series symbols:

DP/— = United Nations Development Programme
UNITAR/— = United Nations Institute for Training and Research

With the A/— (until the 31st session of the Assembly), E/— series each document is given a number which places it in chronological order of issuing, no matter what its subject.

The main bodies, particularly the General Assembly and ECOSOC, have a mass of subsidiary bodies. Each of these is given a series sub-symbol with which to identify its documents. The sub-symbol immediately follows the symbol of the parent body. e.g. A/AC.105/20 is the code number for the twentieth document produced by the 105th Ad Hoc Committee created by the General Assembly (Committee on the Peaceful Uses of Outer Space).

A/C.1/31/5 is the number for the fifth document issued by the Committee (i.e. Political) of the General Assembly at the Assembly's 31st Session.

ST/CS/56: 56th document issued by the Conference Services Division of the Secretariat.

E/CN.5/— documents issued by the Fifth Commission of the Economic and Social Council (Social Commission).

E/CONF. 41/— documents issued by the 41st Conference appointed by the Economic and Social Council (Second World Population Conference).

/SC — sub-committee
/WG — working groups
/WP — working parties

(These 3 can be added to the coding systems for the ad hoc committees, conferences and commissions as these bodies set up such groups).

A further series of sub-symbols denotes the nature of the documents:

e.g. /INF — information series
/MIN — minutes
/NAO — communications from non-government organisations
/PV — verbatim records
/SR — summary records

Except for the /INF series, the above sub-symbols are applied to the other coding symbols as the nature of their documentation warrants it, e.g. /PV — verbatim records are now issued only for plenary meetings of the General Assembly and its First Committee. The number following the PV (and the SR) symbols is the same as the number of the meeting: e.g. A/PV 1863 — verbatim records of the 1863rd plenary meeting of the General Assembly.

A/C, 1/31/PV.2: verbatim records of the second meeting of the First Committee of the 31st Session of the General Assembly.

A final sub-symbol shows a modification of the text, and can be applied to any document symbol:

e.g.	—/Add (+ No.)	=	addendum
	—/Rev	=	revision
	—/Corr	=	corrigendum

A library with a large collection of documents can use the document coding system to record receipt of and file the documents. When it is setting up records for a new body, the library should take into account whether it is a permanent body, in which case it can be relied upon to produce a long series of documents, or whether it is a temporary body. As well as producing general documents a conference is likely to divide itself further into sub-groups, which will each produce a small number of documents coded with sub-symbols.

Over the years a collection of documents will grow to a considerable size. Ongoing weeding can be carried out by discarding material duplicated by later issues; e.g. mimeographed documents reproduced in official records or later appearing as sales publications.

VIII CHECKLISTS AND INDEXES

The difficulty of handling U.N. material lies in finding out just what has been issued and in getting access to the information in that material.

What sort of checklists are issued? Before 1950 the General Assembly and the main councils issued separate checklists. In January, 1950, the monthly issues of the United Nations Documents Index started to appear, and each month's issue had a checklist (by symbol) of all the documents and publications issued by the United Nations and the ICJ which had been received in the Dag Hammarskjold Library. It also consolidated a list of mimeographed documents republished in printed official records and other publications, gave a list of sales publications, and a list of document series symbols. The February issues of the UNDI checklist also included a list of periodicals issued by the U.N.

From 1970-73, the UNDI was replaced by a computer-based index in 3 sections known as UNDEX. Series C of UNDEX is a checklist and is issued 10 times a year. Two issues each year are each devoted to the General Assembly, ECOSOC, the Security Council, the Secretariat and the Regional Economic Commissions, and to UNCTAD, UNIDO and other Special bodies.

UNDI and UNDEX checklists both indicate which documents are issued in provisional or draft form, UNDEX also indicates which documents are analysed and their annotations stored in UNDIS.

With regard to ongoing checklists, until recently a daily list of documents was distributed from New York by the Department of Conference Services. This has just been discontinued.

The introductory section of the Official Records included a check list of all documents produced for the session, with indications as to which documents were reproduced in the Records. This is a valuable help for binding official records and discarding duplicated material.

The Assembly and the Main Councils also publish indexes to proceedings of their major sessions. These also include a numerical list of documents produced by the meetings, with an indication as to whether the documents have been reproduced in the official records.

The supplements to the General Assembly and ECOSOC Official Records are the annual report to the parent body of the year's activities of the special bodies, ad hoc committees and conferences. These also include lists of documents provided for meetings, or which are relevant to the reports of the bodies. Reports of committees and meetings also include, for the information of the delegates, a list of the background documents provided for the meetings.

Another kind of checklist was provided by the Dag Hammarskjold Library in 1970. This is the list of the United Nations Document Series Symbols, and beside the symbol it gives the full title of the issuing body and the dates during which it operated or when it started operating. The list was drawn on information available at U.N. Headquarters, and includes entries for the main organs and their subsidiary bodies but does not include sub-series. UNDI Checklist updated these entries.

To discuss indexes very briefly:—
The United Nations Documentation Information System was gradually introduced from 1970 onwards. It was composed as a storage and retrieval system for both bibliographical references to documents and textual extracts. These extracts would include verbatim texts of operative paragraphs of resolutions, information on statements in debates, analytical statements on the subject content. The system is being drawn up for its users, the delegates, the staff and the member governments. It is planned to be developed in compatibility with the systems being developed in special bodies and the specialised agencies. The full texts of the documents indexed in UNDIS are reproduced and preserved on microfiche.

At present, the main output of UNDIS is UNDEX, which is divided into the subject index (series A), country index (series B) and the checklist (series C). Later plans include an off-line question and answer service, which will allow for the in-depth search and retrieval of information based on computer-based files; much later plans allow for an on-line information retrieval system and an SDI service.

UNDEX A & B aims to include material issued within the four weeks prior to publication. The B series is arranged alphabetically by name of member country, and refers to all documents issued by or on behalf of that country; whether they be statements by the delegate in plenary or committee debates, communications by the government of that country to the Secretary-General, and records of its voting.

UNDEX A series was at the beginning highly selective in what it included. From 1975 more material has been subject indexed. It does not include mimeographed documents issued by special bodies, and regional economic commissions. Even for the General Assembly, only material issued by the main permanent committees is included, and ad hoc committee documents are only covered in the supplements.

Conventional indexing is still used for the Index to Proceedings, the Index to Resolutions, and the U.N. Treaty Series. However, these are all issued very late.

Apart from the material which it does not include, UNDEX is not cumulated, nor are the cross references which are stored in UNDIS printed out.

We have found in the Department of Foreign Affairs library a need to keep up with current documents, particularly those produced for agenda items in the General Assembly or ECOSOC. We do this by a conventional ledger system which is arranged for each session numerically by the number of the agenda item. Under each agenda item we enter in separate coding groups the document number and title of each document issued for the item.

SUMMARY

An ideal course to follow for a librarian who has to deal with documentation is firstly to learn about the organisation. Find out what are its terms of reference and its structure. The resolution setting up the committee, commission or social body and the international agreement will give these details. The rules of procedure set up for a body lay down the frequencies at which sessions will be held, and what permanent committees will be established. They also give the procedures for establishing sub-bodies. The body's rules on what kind of records will be kept are laid down. As mentioned before, the official journal of the United Nations, and similar publications issued by specialised agencies, regularly give news on the developments within the organisation, including the formation of new sub-bodies.

Outside sources giving information are the "United Nations Handbook" published by the New Zealand Ministry of Foreign Affairs (latest edition, 1976), and "Publications of the United Nations System — a reference guide" edited by Harry N. M. Winton and published in New York in 1972 by Bowker/Unipub.

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The March 1973 issue of *Illinois Libraries* (Vol. 55) is devoted almost entirely to a series of papers presented at a seminar on United Nations documentation. Included are:

Dale, Doris Cruger: Availability and use of United Nations documents in microform (pp. 150-155).

Martini, Guiseppe S.: The computer-assisted indexing program of the United Nations — a brief description (pp. 160-172).

Martini, Guiseppe S.: Background information on microfilming activities carried out at United Nations Headquarters (pp. 206-211).

Management and accountability: some insights from a research project

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Anyone who surveys the field of librarianship as it has developed over the last ten to fifteen years would certainly be struck very forcibly by the quite dramatic changes which have occurred, and we who have lived with and through those changes scarcely need to be reminded of them. One of the less obvious, but nevertheless very important, changes has been the developing interest in the application of modern management techniques to libraries. A recent development of this trend has been the interest in the application of measurement techniques to evaluate the effectiveness of the service, and it is relevant to remind ourselves that the terms of reference of the Committee of Inquiry into Public Libraries included a direction to pay particular attention to "the development of methods for evaluating the effectiveness of public libraries and library systems."[1] A similar recommendation appeared also in the report of the study conducted by Elery Hamilton-Smith for the Library Council of Victoria.[2] It was thus appropriate, when the Library Council of Victoria made funds available for a survey of public library service in Victoria, that consideration should be given to the use of output measures.

The project which the Library Council funded, and which is the subject of this paper, set out to test two hypotheses.

1. The per capita finance required to provide a given quality of service, as measured by the instruments employed in the project, is lower in a large public library than in a small public library.
2. The public library service in Victoria is unable to offer an adequate service for lack of sufficient finance, "adequate" being defined in terms of tentative norms which were developed during the project.

Because, in Victoria, the argument of large public libraries versus small public libraries is essentially an argument of regional libraries versus non-regional libraries, large and small were defined in those terms (*i.e.* large public libraries = regional libraries, small public libraries = non-regional libraries).

The libraries surveyed were divided into a group of four regional libraries and one of four non-regional libraries, all in the Melbourne metropolitan area. Various aspects of service were investigated and are discussed in detail in the report which is to be published by the Library Council of Victoria. It is my purpose in this paper to comment on what appear to me to be some of the more interesting and significant results, and some of the general conclusions which emerge.

Book availability

It is generally accepted that a principal goal of public library service is to make books available to users. It follows that a major objective of lending library service is to offer a user the opportunity to borrow the material which he or she required. Any one item which a user requires must, as Dr. DeProspo has pointed out, fall into one of three categories:

a) The item is not owned by the library (*i.e.* it is not in stock);
b) The item is owned, but is not immediately available (*e.g.* it is on loan);
c) The item is owned and is immediately available.[3]

He argued that it ought therefore to be possible, by estimating the proportion of a library's actual or potential stock which falls into each of these categories at any time, to calculate the probability of a user being successful in obtaining the material he or she requires. There was evidence, in Elery Hamilton-Smith's use study, that a significant proportion of the users of Victorian public libraries considered that they were not successful. Sixty-one percent of student users, and fifty-nine percent of all users, agreed with the proposition that they "frequently find the kind of book I want is not available."[4]

The LCV project therefore sought to test the probability of a reader finding a recently published British or Australian title or a "standard" children's title. The sample of recent titles was drawn from *ANB* and *BNB*, 1970-1974 inclusive; the sample of children's titles was drawn from the demonstration collection maintained in the Public Libraries Division of the Library Council of Victoria. Holdings of the two samples by the survey libraries are shown in Table 1.

On average a reader in the eight survey libraries had less than one chance in six of finding a recently published book in stock, and only one chance in thirteen of a recently published book being available. If a recently published title was in stock the chance of it being available was even. However the figures for the individual libraries varied quite considerably as a study of the table will show.

Not surprisingly the sample of children's titles produced better results. Even so the chance of a standard children's title being owned was, on average, only slightly better than even, whilst the chance of any given title being available was only a little better than one in three.

Reference service

Contemporary ideas regarding public library service place a very considerable emphasis on the importance of information delivery. Accordingly it was decided to include some measurement of reference service in the project. One instrument was an examination of the holdings of a checklist of basic reference titles, compiled especially for the survey. It was found that on average 45% of the titles were held, with the range extending from a high of 70% to a low of 25%.

However, the part of the study of reference service which has attracted most interest was that which involved putting reference questions anonymously by telephone. Two hundred and nine questions were put in all, 19 questions to each of 11 libraries. The questions were ones to which there were objective factual answers. This was an essential requirement because, in evaluating the results of the survey, it was necessary to be able to assess answers as being "right" or "wrong."

Library responses were scored by assigning a numerical value to each of the categories identified in Table 2. The appropriate value was then assigned to each library as a 'score' for each answer. The values were: 5 for a correct answer, 3 for a partially correct answer, 0 for a referral, –1 for an unsuccessful attempt to reply, –3 for no attempt to reply and –5

TABLE 1. Holdings of the two samples of titles

a) Sample of recent titles (n = 388)

	LIB 1	LIB 2	LIB 3	LIB 4	LIB 5	LIB 6	LIB 7	LIB 8	MEAN
PO	0.147	0.147	0.284	0.080	0.119	0.144	0.149	0.170	0.155
AO	0.439	0.526	0.455	0.548	0.522	0.679	0.534	0.394	0.501
PA	0.064	0.077	0.129	0.044	0.062	0.098	0.080	0.067	0.078

b) Sample of children's titles (n = 379)

	LIB 1	LIB 2	LIB 3	LIB 4	LIB 5	LIB 6	LIB 7	LIB 8	MEAN
PO	0.512	0.620	0.799	0.478	0.375	0.612	0.586	0.636	0.577
AO	0.546	0.783	0.650	0.552	0.725	0.879	0.752	0.763	0.655
PA	0.280	0.485	0.520	0.264	0.272	0.538	0.441	0.485	0.378

Key

PO = Probability of ownership, *i.e.* the probability of a recently published title being in stock.

AO = Probability of availability of owned titles, *i.e.* the probability of a recently published title which is in stock being immediately available.

PA = Probability of availability, *i.e.* the probability of any recently published title being immediately available.

TABLE 2. Telephone reference survey: summary of results

	C	P	R	N	Q	W
LIBRARY 1	10	4	2	1	0	2
LIBRARY 2	13	2	2	1	0	1
LIBRARY 3	12	4	1	1	0	1
LIBRARY 4	9	4	4	0	0	2
LIBRARY 5	9	3	5	0	2	0
LIBRARY 6	6	4	4	4	0	1
LIBRARY 7	3	3	4	7	0	2
LIBRARY 8	10	2	2	3	0	2
LIBRARY 9	10	3	1	3	1	1
LIBRARY 10	11	0	4	3	0	1
LIBRARY 11	10	5	1	2	0	1
	103	34	30	25	3	14

Key
C = Correctly answered
P = Partially correctly answered
R = Not answered, but referred
N = Not answered, not referred
Q = Refused to answer
W = Incorrectly answered

for an incorrect answer. The maximum possible score was thus 95 (*i.e.* 19 correct answers), whilst the lowest possible score was –95 (*i.e.* 19 incorrect answers).

This scoring system was then used to rank the survey libraries. Where two libraries received the same score the one with the greater number of correct answers was ranked the higher. The resulting rank order and scores are shown in Table 3.

TABLE 3. Ranking of libraries in telephone reference survey

	SCORE	CORRECT
LIBRARY 3	66	12
LIBRARY 2	65	13
LIBRARY 11	61	10
LIBRARY 1	51	10
LIBRARY 9	48	10
LIBRARY 5	48	9
LIBRARY 10	47	11
LIBRARY 4	47	9
LIBRARY 8	43	10
LIBRARY 6	33	6
LIBRARY 7	7	3

There is very little comfort to be found in these results, which lend strong support to the proposition that the quality of reference service in Victorian public libraries is inadequate. Although these results are similar to those of a study in New Jersey[5], and those of an earlier study in Melbourne[6], there surely must be concern about a service whose product is as likely to be unsatisfactory as it is to be satisfactory. The mean probability of a correct answer was 0.49, with even the best library achieving only 0.68 and the poorest performance being 0.16.

Staffing

As the Committee of Inquiry into Public Libraries noted in its report: "The effectiveness of library service is largely dependent on the quality of library staff,"[7] and few would seriously dispute that observation. However, the manner in which staff are deployed is also of some significance, and so the project included an activity study based on a quasi-random sample of times, each member of staff being asked to note down at half-hourly intervals whilst they were on duty precisely what they were doing. On the whole it was found that non-professional staff do little professional work. However, as the figures in Table 4 reveal, professional staff spent a significant proportion of their time on non-professional duties.

TABLE 4. Duties of professional staff

		PROF.	NON-PROF.
LIBRARY 1	N	93	79
	PC	54.1	45.9
LIBRARY 2	N	21	151
	PC	12.2	87.8
LIBRARY 3	N	545	294
	PC	65.0	35.0
LIBRARY 4	N	105	37
	PC	73.9	26.1
LIBRARY 6	N	269	226
	PC	54.3	45.7
LIBRARY 7	N	261	107
	PC	70.9	29.1
LIBRARY 8	N	389	287
	PC	57.5	42.5
LIBRARY 9	N	295	221
	PC	57.2	42.8
MEAN	N	247	175
	PC	58.5	41.5

Key
Professional staff = staff holding professional positions
Prof. = Professional duties[8]
Non-Prof. = Non-professional duties[8]
N = Number of observations
PC = Percentage

In public libraries, where service points are sometimes relatively small branch libraries, it is unrealistic to expect that, if these service points are to benefit from the presence of a librarian, 100% of that librarian's time will be spent in professional work. However, it does appear that in most libraries the proportion of time spent on professional work is low, although it is true that we lack normative data with which to compare these figures.

Commentary

The conclusion emerges that the performance of public libraries in Victoria is generally relatively poor. If the standards of the Library Council of Victoria are translated into output measures they yield a value for Probability of Ownership for recent titles ranging from 0.247 for a small public library to 0.354 for one serving a population in excess of 200,000. The three small public libraries in the survey achieved a mean Probability of Ownership of 0.115, the two largest one of 0.227. The derived norm for Probability of Availability ranged from 0.173 for a small public library to 0.248 for one serving a population of more than 200,000. The mean actual figures ranged from 0.057 to 0.098. Whilst the results for the sample of children's titles were better a mean Probability of Ownership of 0.577 does not seem very satisfactory, and a mean Probability of Availability of 0.378 is similarly poor. It was interesting to note that libraries performed comparatively at a similar level for the two samples. For both PO and PA the ranking of the libraries is very similar, and the correlation is significant at 0.01.

The results of the survey of reference service were just as poor. Six of the survey libraries held less than half the items in a checklist of basic reference titles. Readers telephoning one of the eight survey libraries had only a 50:50 chance of receiving a correct answer to a relatively straightforward question. Moreover, there was evidence that, in some libraries at least, the staff are greatly over-confident of their performance. From an in-house survey of reference service data was collected relative to the proportion of questions staff think they answer satisfactorily. When this was compared with the actual figures, from the telephone survey, the discrepancy between the two figures was sometimes disturbingly wide. (See Table 5). A difference of up to 20% might have been due to the relatively small number of telephone questions, but differences on the scale noted do suggest rather strongly that the staff in these libraries are not able to assess with any reliability the extent to which the answers they supply really answer the question asked, and that they are thus over-optimistic about their ability in handling reference questions.

TABLE 5. Comparative figures for perceived and actual success

	PERCEIVED	ACTUAL
LIBRARY 1	66.7	63.2
LIBRARY 2	83.8	73.7
LIBRARY 3	76.6	68.4
LIBRARY 4	89.1	57.9
LIBRARY 5	80.0	47.3
LIBRARY 6	78.4	36.8
LIBRARY 7	77.8	26.3
LIBRARY 8	76.7	63.1

Pearson's Correlation Co-efficient = 0.001

The ability of staff to interpret correctly the question asked, and to assess accurately whether the data supplied in response constitutes an adequate answer, is a crucial element in reference service. The degree of correlation between the perceived success rate and the actual success rate affords the possibility of measuring the incidence of this skill and should therefore be a useful predictor of the quality of reference service. If one compares a ranking of libraries based on their score in the telephone reference survey with a ranking based on the degree of correlation between the two success rates then one finds a correlation significant at 0.01 (Spearman's Correlation Co-efficient 0.833).

The evidence of the survey suggests also that the reference practices of staff may be defective. There is some evidence that, for questions which could be answered from books which were known to be in the library (*i.e.* from evidence collected by means of the checklist), the search strategy of the respondents was not adequate to retrieve the answer. There were a number of cases where respondents over-looked an appropriate source or even sometimes claimed to have checked an appropriate source without success. The low ratio of referral of unanswered questions (42%) tends to support this conclusion regarding reference practice, as also does a general failure to cite the source of an answer.

Generally speaking professional staff were not effectively deployed from the point of view of matching actual responsibilities to the position held. The evidence of the survey suggests that in public libraries expensively educated professional staff are all too often employed on non-professional work.

It is true, of course, that a librarian may make a conscious management decision to give priority to one aspect of service rather than to others, or to give low priority to one aspect of service in order to advance others. However, the evidence as a whole does not suggest that any such decisions have been made, nor does it appear that the poor performance of any library in any one aspect of service can be attributed to such a decision. Rather is it the case that for all the survey libraries, performance as a whole was inadequate when measured against the tentative norms identified in the survey. This lack of priorities in a situation of scarce resources was noted by the Committee of Inquiry into Public Libraries, who found ". . . little evidence of library programs based on specific needs and goals, or definition of priorities within budget restraints."[9]

The project did produce some supporting evidence that poor performance of public libraries in Victoria is due to a lack of the monetary resources necessary for provision of an adequate service. In particular the generally poor figures for Probability of Ownership, and the poor holdings of reference tools, could only be improved by additional expenditure on these areas, and the overall findings of the project do not support a conclusion that this could be achieved by diverting money from other areas of service. The evidence does suggest, therefore, that additional funding is necessary if the quality of public library service is to be improved, and to that extent the hypothesis that public libraries in Victoria are unable to offer an adequate service for lack of the necessary finance was sustained. However, the hypothesis cannot be supported without qualification, because the evidence of the project also suggests that the problems facing public libraries in Victoria are only partly attributable to lack of finance. Moreover the relationship between cost and effectivness is not fixed; as Vickery has pointed out . . . the nearer one gets to peak effectiveness the more costly it becomes to make further improvement."[10] Analysis of the data from the sample of recent titles underlines the truth of this argument.

The probability measures employed in the study of bookstocks were calculated to three decimal places, and we can therefore speak of 1000 'probability points,' *i.e.* 1.000 = 1,000 points, 0.077 = 77 points and so on. If we then divide expenditure by the number of points we can calculate a 'cost per availability point.' The results, for the probability of availability ratings on the ANB/BNB sample are shown in Table 6. The expenditure figures used are total gross expenditure for the period 1970/71-1974/75 inclusive. The figures were obtained from the statistical returns in the Public Libraries Division. Ideally the expenditure figures would have been obtained by adopting a PPBS approach to isolate those elements of expenditure which contribute to making books available, but the data necessary for such an approach was totally lacking. Given the statistics available the choice lay between gross expenditure and expenditure on books. The former was preferred because the cost of making a book available includes various cost factors: the cost of the acquisition process (including selection), the cost of accessioning, cataloguing and processing, the cost of shelving, etc., as well as the price of the book. Given the heavy orientation of Victorian public libraries to a lending service (*i.e.* making books available for home reading) it was thought that gross expenditure gave a closer representation of the real cost of availability.

The correlation coefficient shows a relationship between expenditure and cost per availability point, whereby a relatively low availability is correlated with a relatively low cost per availability point. This is precisely what Vickery's argument would lead us to expect: the higher the availability (*i.e.* the higher the performance) the greater the unit cost as measured in units of availability points. The benefits of increased expenditure would thus be subject to the law of diminishing returns and it would be advantageous to investigate administrative means of improving performance rather than to rely solely on increased expenditure.

TABLE 6. Cost per PA point for ANB/BNB sample

	PA RATING	EXPENDITURE ($)	COST PER PA PT.
LIBRARY 1	0.064	447,463	6991.61
LIBRARY 2	0.077	1,203,832	15634.18
LIBRARY 3	0.129	2,904,293	22513.90
LIBRARY 4	0.044	391,724	8902.82
LIBRARY 5	0.062	334,737	5398.98
LIBRARY 6	0.098	1,541,778	15732.43
LIBRARY 7	0.080	1,034,503	12931.29
LIBRARY 8	0.067	1,833,065	27359.18
MEAN	0.078	1,211,424	15531.08

Spearman's Correlation Co-efficient = 0.992
Significance = 0.005

The project suggested a number of avenues which should be explored. One of these is the impact on book availability of administrative decisions regarding the loan period and/or the number of items which may be borrowed at one time. When one looks at the figures for probability of availability one is inclined to wonder whether public libraries can afford, with their present resources, loan periods as long as four weeks. A generous loan period is good for the reader who has the book out, but bad for all other readers who want the book. Work carried out at Lancaster University has shown that variations to the loan period can have a marked effect on the availability of books,[11] and this would seem to be worthy of attention.

Allied to this is the question of the distribution of demand across the stock of a public library. At Lancaster University it was found that 3% of the stock generated 38% of the demand, 9% generated 65% and 19% generated 84%.[12] This pattern, whereby approximately 20% of the stock generates approximately 80% of the use, has been found to be generally true of university libraries. It has been generalized by Trueswell as the "80:20 rule," and in a study in a public library he found that it still held true.[13] It would be interesting to see whether this pattern holds true in Victorian public libraries, and such a study might be a basis for establishing a differential loan period, with the most popular titles available on a loan period shorter than that applied to the balance of the stock.

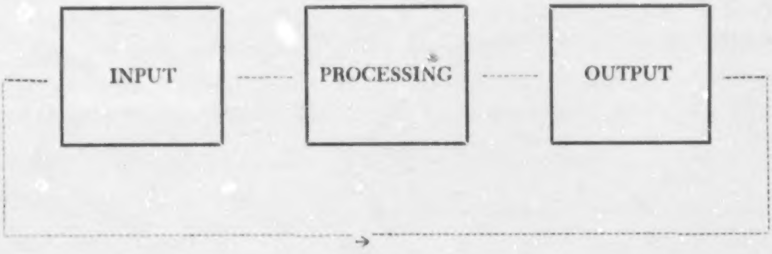
The poor performance in the telephone reference survey was not due primarily to lack of an adequate reference collection. Whilst it is true that reference collections do stand in need of improvement, in all too many cases the libraries did own a title which, correctly used, would have supplied the answer. There was no correlation between a library's holdings of titles in the checklist and its performance in the telephone survey, nor between the classification (professional or non-professional) of the staff handling reference questions and its performance. It seems probable that the important variable is either in the professional education of the staff in public libraries (54% of whom studied for the Registration Examination) or in the quality of in-service training, or both. A significant part of the solution to the problem may lie in these areas, and urgent attention should be given to the provision of in-service training, or short continuing education courses, in reference work. The problem should also be studied by the schools of librarianship.

The entire question of reference service in public libraries should be examined most carefully. It is clear from the study of telephone reference questions that the State Library of Victoria is used freely as a referral point by public libraries for even quite basic reference questions. With some 30 libraries in the Metropolitan area this must impose a significant burden on the State Library, and one which can only increase if public libraries become more widely identified as a source of information. There should be some consideration of the creation of an intermediate level of reference service between the State Library and the present level of reference service in municipal libraries. One possible solution to this would be for regional libraries to be focussed on a central library, on the pattern of British and North American models, for such a central library would include a strong reference department. An alternative solution might be to create regional reference libraries at a number of strategic points about the Metropolitan area, adjacent to nodes in the public transport system and with parking facilities close by; Ringwood is an example of such a point. However, the solution of providing a regional reference service seems likely to be less cost-effective than the solution of providing reference service in conjunction with the other services usually available in a public library.

The poor utilisation of staff lends some support to a subjective impression received in the course of the survey that there is a need to improve the administrative skills of the professional staff in public libraries. In only two of the libraries surveyed did there appear to be any clear sense of organizational direction and purpose. In one library, on a week-end day, the only professionally qualified librarian on duty spent the entire period during which the library was open in the workroom, on work associated with book processing and repairs, whilst all the work with the public at the readers' advisory desk was handled by a sub-professional. There is a great need for continuing education in the field of library management.

Together with these steps I believe it would be appropriate to institute a review of the recommended standards. It has been noted that the present standards, in common with British and American standards for public libraries, are heavily input-oriented so far as actual measures are concerned. This being so, a library which falls short of the standards has only one recourse in order to improve its performance vis-à-vis the standards: it must increase its inputs, *i.e.* spend more money. However, if the standards were amended to include output measures, then a library falling short of the standards would have more options, and might be able to improve performance by administrative measures. It has already been noted that performance, and cost-effectiveness, may be varied by amendments to operating procedures.

Any system consists of three elements: Input, Processing and Output, with provision for feed-back. The relationship between the elements is commonly portrayed by a simple diagram:



Feedback loop

The inputs to a public library service are the stock, staff and facilities which constitute the service, and the users. The processing is the interaction between the users and the various elements in the service, which is in part regulated by the procedures and policies of the library. The output is the outcome of the processing: an answer to an enquiry, use of a facility or a book borrowed for home reading. Standards which measure input are of limited use as a measure of the effectiveness of library service because they ignore the critically important element of processing. Ignoring this element they are useless as predictors of effectiveness, *i.e.* of the level or quality of the output. Moreover, without monitoring the output there can be no feedback.

Standards which offer measures in terms of input relate their measures only to the size of the population served. Size is certainly significant, and in the survey of bookstocks we did find a strong correlation between the size of the library, as measured by the population served, and the performance of the library as measured by Probability of Ownership and Probability of Availability, *i.e.* larger libraries performed better than smaller libraries. The present standards relate the number of acquisitions, and the size of the bookstock, to size: the larger the library the greater the recommended number of acquisitions and the greater its bookstock. It is, therefore, no surprise to find a strong correlation between a library's ranking according to the number of its acquisitions or the size of its bookstock on the one hand, and its ranking according to its PO rating or PA rating on the other. However, there was no similar correlation between expenditure and these two probability measures. It is interesting also that there was no correlation between the availability of owned material and either the number of acquisitions or the size of the bookstock.

There is thus a clear and unsurprising tendency for probability of ownership and probability of availability to rise as the number of acquisitions, and thus the size of the bookstock, increases. However, there is no direct relationship which can be expressed by a formula, enabling us to predict a particular level of PO or PA from any given number of acquisitions or any given size of the bookstock. It might be possible to devise some formula from which one might predict the level of Probability of Owned Material from data on the number of titles added, the size of the collection, the level of duplication, the loan period and the use of the collection, but the data necesary to attempt such a calculation was not available. However, the feasibility of such a calculation in an academic library environment has been demonstrated at Lancaster University and is the basis of a library management game.[14] The equations developed at Lancaster University include variables other than just titles added, and those other variables are associated with the processing segment of a system which is ignored by the present standards.

Similar arguments regarding the limitations of inputs as meaures of performance may be developed in relation to staff. The number of staff required by a library is determined by the number of services offered and the level of activity within those services. The survey libraries were, compared with the current standards, short of professional staff, yet in terms of actual activity in the libraries, as measured in the staff activity study, the volume of professional activity was not sufficient effectively to employ the number of people presently holding professional positions. Standards for staffing should be based rather on the activities carried on in a library, and the level of those activities.

Standards based on inputs, which are related only to the size of the population served, assume implicity that if a library serves a population of a certain size it therefore requires a building of a certain size, a stock of a certain size, and a staff of a certain size of which a given proportion should be professional. This in turn assumes a certain homogeneity in public libraries and the demands made upon them: that these are different only to the extent that the population served is greater or less. But experience and observation suggest that this is not so, that libraries of a similar size may experience quite different levels and patterns of use. It seems reasonable to assume that these differences would have resource implications. For example, of two services identical in all respects but the number of their users it seems very likely that the one with the fewer users would have a greater range of material available at any one time. Standards based on output measures would avoid this assumption of homogeneity, and would be more closely related to the services actually offered by a library and the resurces required to make the services effective.

In each of the studies which collectively made up the project an attempt was made to compare the performance of regional and non-regional libraries. The average annual per capita cost of the four non-regional library services was $2.79, compared with $[illegible] for the four regional library services. If, therefore, the regional libraries did perform better, or as well as, the four non-regional libraries, this would demonstrate that the per capita finance required to provide a given level of service is lower in a large public library than it is in a small public library. This, it will be recalled, was the first hypothesis which the project set out to test.

In some areas of service, for example the telephone reference survey, the study failed to find any statistically significant differences between the two, *i.e.* the size of population served did not appear to have any significant effect on the quality of service. However, where this was so the overall quality of service, taking all the survey libraries together, tended to be rather low, and one suspects that a higher standard of service might have shown differences. Moreover, the performance of non-regional libraries, as in the case of telephone reference enquiries, often owed much to the performance of Library 2 which is much larger, in terms of population, than most non-regional libraries. In other areas of service studied regional libraries did perform significantly better than non-regional libraries, and this was especially noticeable in the study of book availability, where regional libraries performed better on all measures except the availability of owned material in the ANB/BNB sample, and in the utilisation of staff. Whilst the evidence, taken as a whole, is not conclusive, it does suggest that larger libraries (*i.e.* regional libraries) are likely to perform better than small libraries (*i.e.* non-regional libraries), and at a lower per capita cost. Regional libraries are thus more cost effective and the policy of regionalisation appears to be appropriate.

Within the constraints of this paper it has been possible only to note some of the more important data and to comment only on the major conclusions. The full report of the project is to be published by the Library Council of Victoria and should be available early in 1978.[15]

Taken together the data collected during the survey suggests that the public library service in Victoria is operating at a relatively low level, although regional libraries appear, in some areas at least, to perform better than non-regional libraries and to be more cost-effective. The former situation is in part a reflection of lack of adequate finance, but in part may be attributed also to a lack of any operations research into the impact on effectiveness of management decisions regarding operating procedures in the library. The project under discussion provides a good deal of information about the situation of public libraries in Victoria, but further work is required, and some possible areas for investigation have been indicated. There is also a need for staff training, and for continuing education or further education for middle level and senior staff. If the message of the project has to be stated in a nutshell it is, I believe, that whilst public libraries do certainly need more money, we could do better with the resources already available.

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Research and Librarians: Is there a Connection?

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It would be great one day to give a seminal paper — one which glows in the memories of its hearers and is still being frequently cited thirty years after. Vannevar Bush's "As we may think" can serve as a model.[1] Not only natural modesty but also empirical data suggest to me that this isn't going to be one such.

On the basis of a previous investigation I'll be lucky if 60% of you are listening at any one time. Here in Table 1 is the result of an activity sampling of my Graduate Diploma students in my lecture on activity sampling in libraries.

Organization: School of Librarianship *Date*: 8/8/77 *Day of Study*: 1
UNSW, Library Administration Class.
No. of Observations: 60 *Observer*: CM

Random Times	*Categories*	Total	Ratio to total observations	%
9.32 a.m.	Listening to lecture	24	24/60	40%
	Writing notes	12	12/60	20%
	Reading neighbour's lecture notes	1	3/60	5%
	Staring at lecturer	2		
	Dreaming, day or of past or future	14	19/60	31%
	Thinking something else	1		
	Blank mind	1		
	Resting	1		
	Looking out window	1		
	Blowing nose	1		
	Reading	2	2/60	3%

Table 1 *ACTIVITY SAMPLING DATA SHEET*

The Library Administration class is showing a marked reticence about suggesting how many more times their activities ought to be sampled in order to give an accurate picture of how their time in class is spent.

Another reason and some experience reinforce my suspicion that the topic of my paper is unlikely to rivet attention. Library practitioners tend to perceive research data as just that — not as information. In other words, perceptions by practitioners of the relevance of research findings are rare and this is a phenomenon by no means limited to librarians. One of the bases of this generalization was the relatively poor response to a workshop conducted last February by the School of Librarianship at University of New South Wales. Its title was "Research and the Librarian."

I shall regard the negative feedback I've been telling you about as a challenge and will attempt in this paper to develop the thesis that there is a connection between librarians and research. There are at the same time sound reasons why most librarians do not perceive the connection and the attitudes of researchers and practitioners contribute to this lack of perception. But this is not a disease peculiar to our field and there are insights to be gained from research on the diffusion of research which could (1) give the practice of librarianship a more nourishing research base and (2) give librarians opportunity to get better into the business of actively assisting in the transfer of research findings to application in society.

Attitudes of Librarians and researchers

Very few practising librarians are motivated to undertake their own research. There are in the environments in which librarians operate pressures numerous enough and strong enough to preoccupy them. If you will admit the analogy, the pressures operate to make librarians expend their energies on getting the trains through, rather than on planning a better railway system, let alone on wondering whether they might be in the transportation business.

Let me stress that other service organizations and "helping" professions seem to suffer similarly. It is certainly true in the limited but illuminating experience I've had in studying social workers.[2] Caught between the often desperate needs of clients and the monolithic bureaucratic structures which affect the flow of welfare resources, social workers tend to chip away at the cliff-faces, rather than get to soft political under-bellies of the bureaucracies.

The lack of interest shown by librarians in pursuing objective inquiries into their operations creates a vacuum into which inevitably tend to come people with different attitudes and orientations. These are not the theoretical information scientists, who operate in domains light years away, but the trouble-shooters. Most of them, I would argue, address library problems with engineering models in mind. These we intuitively reject and espouse the systems model.

Sometimes it's not only intuition but cunning which leads librarians to insist on none but the systems model. If everything is interconnected with everything else in ways we don't understand, the peril of changing anything can be painted in terms which would not shame Hieronymus Bosch. All the best techniques of problem evasion come naturally to us. We point out that this problem cannot be separated from other problems. We forbear to follow up the logical implication that therefore no problem can be solved until all other problems have been solved. At the same time, with the agility of mind engendered by threat of change, we can also recommend that action be deferred until all underlying and related problems have been solved through research.

Throughout these gymnastics which are mainly for the benefit of those who control the flow of resources to our libraries, the trouble-shooter can be kept at bay. After, not before, he or she has proposed a course of action, we point to inadequacies in the model. "Quality of service," "browsing," "in library use," "the library's conversation function" — there is hardly a limit to the objections we can raise. Furthermore, objections need not be framed crudely. Tell the investigator that "in a Pickwickian sense" he or she is probably right. In the time required to probe your meaning, you'll have the draw-bridge right up.

Thus we tend to deal with foreigners usually sent as emissaries of those who control the flow of resources to libraries. We ask for inputs — they send their output-oriented emissaries to find out 'how much,' 'how many,' 'how often' and 'at what cost.' The temptation to react by setting about having the emissary's credentials cancelled as quickly as possible is very strong.

But it doesn't have to be a foreigner. The separation between the academic and practising arms of the profession is sufficient illustration. Teachers communicate easily with other teachers. Occasionally teachers communicate with students. They tend to exchange words if not have words with practitioners. Students in search of thesis topics are often edged by teachers towards the happy hunting ground of history or towards wide-ranging and necessarily superficial surveys. This is obvious from the high proportion of theses presented in library schools which are based on historical and survey research.[3] Another area recognized as safe by academics is the study of the characteristics of members of the profession. Such studies have yielded interesting and sometimes excellent work. Nancy Lane's doctoral study of "Characteristics related to productivity among doctoral graduates in librarianship" is one.[4] But the results of such studies are not often widely disseminated in the library community let alone used as feedback to modify educational and other policies of the profession. Meanwhile in the great and small laboratories — that is in the living breathing library organisms — so much "data" begs for investigation and analysis, begs to be turned into "information" which has at least the potential to change us.

Yet there are signs that such need not be the situation. Our own School has had extremely generous response from Sydney librarians who have provided administrative problems for study by our graduate diploma students.[5] I would suggest that the problem of the lack of application of research findings generally may be not so much in our intractable natures as in our totally inadequate comprehension of the complicated process by which knowledge is created and transferred.

Diffusion research

If we stop to think about it, our heads probably already contain models of how research data is created and disseminated. I would suggest that most of our notions could be translated into an 'obvious" diffusion model as shown in Table 2 below.

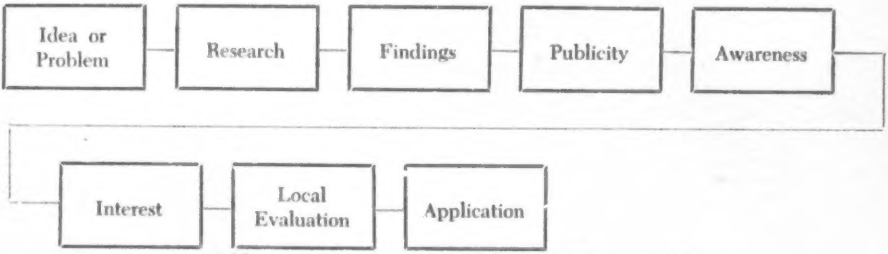

Table 2. "Obvious" diffusion model.

In this linear process the irrelevant ought to be filtered out, the moderately relevant may or may not get there, but the highly relevant must get there surely.

If the "obvious" model is a reasonable abstract of reality, why are there so many complaints about research not being applied? Why can the Australian Academy of Technological Sciences, after a survey of activities in Australian manufacturing industry from 1970 to 1975, point to some sectors in which rates of innovation are low, where innovation is needed and where knowledge exists to suggest that innovations are feasible?[6]

I could quote to you the admirable explanations of Donald Schon[7] and Tom Burns[8] on the hopeless inadequacy of the linear, "obvious" model to account for the diffusion of new information. I would rather tell you what Robin Kench and I have found in two case studies of the transmission of research from the University of New South Wales. Both involve applications of ultra filtration technology. The first is a process for the removal of solids and macromolecules from aqueous wastes in the wheat starch industry. The second case study will be the subject of a fable in a few moments.

The provenance of both pieces of research is interesting in itself. Both originated in the projects of undergraduate students.

But let's hear the starch effluent story first. In January, 1973, a fourth year student in the School of Chemical Engineering who needs a project topic has a Dad who is technical manager of a starch company. Dad has shared with Son his concern about increasing costs of factory effluent disposal. Son goes to his Senior Lecturer with idea for study of this problem. Senior Lecturer communicates with Company Chief Chemist. They agree that work can proceed on Company premises on conditions that all Company data remains confidential and the Son's thesis can be published. The Son's starch effluent project gets under way with help from CSIRO's Highett Laboratory where Senior Lecturer arranges for him to spend a week. Another student gets into a related project on sugar industry wastes. And a State Government Department and a water research foundation are asked for and give funds for the purchase by the School of equipment needed for these water pollution studies. The project reports from both students are submitted to these benefactors whose only publicity of the projects seems to be to record briefly in their annual reports the facts about their donations.

Meanwhile other Chemical Engineering students begin research on some of the fundamental ultrafiltration problems uncovered partly by the earlier students' projects. In the starch factory work is continued by an employee who is an ex-student of the School.

This brings us to June, 1974, when the Senior Lecturer delivers a paper on "Treatment of starch factory effluent" to a conference held in Sydney. An abstract only of this paper is published in an Australian food technology journal. Other papers on the project are delivered by the Senior Lecturer at conferences in July and November, 1974, one at the University and the other at CSIRO Division of Food Research in Sydney. The latter sparks the interest of a research chemist in a company in another industry. The Senior Lecturer is overseas, but contact with another Lecturer who has been closely associated with the UF projects leads to the beginning of yet another student project in this company. In August, 1975, progress to date on the starch effluent application is described by the Senior Lecturer to a conference at Mildura. In November, 1975, he gives another paper at the American Institute of Chemical Engineers' Conference in Los Angeles.

The flurry of papers results in a few reprint requests from academics and a French abstracting service. There is also a request for one of the papers from General Mills, a huge company in the United States. The Senior Lecturer is able to follow this up by phone because he happens to be in the United States on study leave at the time. But interest seems to peter out at General Mills.

By early 1976 a status report on the whole starch effluent project goes to the starch company from the School. Unfortunately there has been a disappointing lack of performance in using scale-up plant lent by a supplier of UF equipment. The problem seems to be that the membranes have been fouled by previous borrowers of the equipment.

By the end of 1976 the starch company has come to its decision. It will not be implementing the process. Are they unhappy, disillusioned? — not at all. They are satisfied that they know that as far as their effluent problem is concerned, for the moment it's cheaper to put more water with it.

Aha, but it isn't in Auckland. There the water authority has a different way of structuring charges for effluent disposal. And the chief chemist in a starch company there is worried about the bills. He tells a colleague who puts him in touch with a scientist in the Industrial Chemistry Division of the New Zealand Department of Scientific and Industrial Research.

The DSIR man knows about the paper on "Starch waste concentration with ultrafiltration" which the Senior Lecturer gave at the Mildura Conference in August, 1975. He knows about it because a DSIR colleague showed him the pre-conference programme he'd obtained from an advertisement in a trade magazine.

Thanks to this handy local gate-keeper, the DSIR scientist knows the paper exists. He has still to get it — which he does, not through his Division's Library where ordering procedure he rates lengthy, but through interlibrary loan from DSIR Head Office Library. He gives the paper to the starch company chief chemist.

Equipment from four manufacturers is mentioned in the paper. The chief chemist has already had good experience with other equipment made by one of them which also gets a good rating in the Senior Lecturer's paper. There is no agent for this equipment in New Zealand so he contacts the Australian agent, seeking to negotiate hire of equipment for a feasibility study.

In December, 1976, the chief chemist comes to Australia to finalize negotiations and the representative of the equipment agent takes him to lunch with the Senior Lecturer and the Lecturer (by this time also a Senior Lecturer) who have been associated with the whole of our story.

What happens next-? It looks as if first commercial application of the process may well take place in New Zealand, 1000 miles and more than four years away from its beginnings at the University of New South Wales.

And the model to be abstracted from this slice of the research and diffusion process? I don't have to tell you patient listeners that it's not neat, and it's not linear. It is messy and complex. The nearest representation might look like a bicycle wheel which has been either interpreted by a modern sculptor or run over by a bus.

And the second case study? It is fabulous in both senses of the term.

Imagine that there is a large country with a small population, close to several other countries larger and smaller but much more densely populated. The country with few people is very good at producing a high-protein food we'll call steak-essence. The nearby countries have great shortages of protein to feed their many people. But their people cannot digest steak-essence because they lack an enzyme which all but a few in the few-people country have. Steak-essence cannot be digested by what's left of the indigenuous population of the few-people country either.

In 1972 two students of food technology take some courses in the School of Chemical Engineering and become interested in using ultra-filtration technology in their undergraduate project. They potter a bit with de-bittering orange juice but not very successfully so they decide to have a go at steak-essence. The head of the School of Food Technology is very interested too. Lo and behold, by October, 1972, teacher and students have invented a process by which steak-essence can be made digestible for the foreign neighbours and indigenous people who lack the enzyme.

What vistas open up — well-nourished indigenous people with healthy babies at home and marvellous new markets in the countries abroad.

In January, 1973, the inventors and the University lodge a patent application.. They do not publish their findings in the literature. Publication could prejudice the granting of the patent. But there is great enthusiasm and once the patent application is lodged, contacts are made with all the major companies processing steak-essence products already.

"How interesting," say those who bother to reply.

Except for one technical man in the multinational food company who sees the invention's potential for improving the nutritional content of steak-cream, which is just junk food now. But he's tried to innovate before and been infuriated by the patronizing ignorance of his company's London decision makers. He becomes sole licensee of the steak-essence patent. He leaves the multinational to set up his own R & D firm expressly to exploit the patent. He decides that in fact the best way to exploit it is in baby food. He makes a trial product, not using the patented process, but buying the enzyme at great expense in the United States and adding it to the steak-essence. He then arranges for a member of the University's School of Death Defiance to co-operate in field trials of the product on indigenous children.

To the entrepreneur the results look exciting: to the death-defier the sample sizes look inadequate, and there seems to be no great rush required. There is clearly some conflict in objectives and time-scale. But the death-defier's doubts are nothing to those experienced by some researchers who've spent a long time working on steak-essence and related products. They either believe the patented process won't work or the idea has been stolen from them. Some even profess both views simultaneously. Representatives of organizations which have funded steak-essence research over long periods are not delighted either. Some of them have to be firmly told that the owners of the patent will challenge any aspersions on the process itself or on the originality of the invention.

This fable is far from an ending. The patent licensee has spent hundreds of thousands of dollars in proving the process and establishing a market for his trial product. Maybe the first commercial plant using the process is now in sight and this could mark at least the beginning of a happy ever-after.

But fables are supposed to have morals. The only one I'd like to draw from both our studies is that we are in a mighty complicated business—the business of information transfer — and little as librarians may know, we know as much as anyone else and we have opportunities to find out a lot more. Just looking at the tiny surface scratches of these two case studies could prompt a few questions. For example, how can we distinguish between research and teaching in environments where teaching is research? How can we justify excluding undergraduate students from access to 'research' collections? And who should and should not be allowed use old-fashioned facilities like interlibrary loans, and new-fashioned information technology like on-line bibliographical search facilities?

Robin Kench and I can't answer these questions but since the case studies we can share with Tom Burns a profound mistrust of "the basic assumption of technology as an assemblage of information which can be extracted or expelled from one sector of organized creativity and transferred to another to produce different outputs."[9]

I hope I've at least sown in your minds awareness that complex diffusion models are needed to reflect the realities of the process by which knowledge may be applied. Also needed are library practitioners and researchers capable not only of exchanging insights into this complexity but of developing them together.

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The Role of the Library in TAFE

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I have heard a description of one of our university libraries as the largest public library in Australia. The TAFE library system may yet deserve to be called the largest public library system in Australia. Whether or not one accepts as realizable the furthest ambitions of TAFE, whether or not one believes that there is a finite amount of library service required in any country, any community, the fact remains that TAFE, new model, impinges on the territory of other educational sectors and social institutions, and that the library in TAFE will be in co-ordination/conflict situations with other library services, especially the public library service.

Some of you may find these statements outrageous. They stem from two sources. One, my observations over the last few years as a quasi-consultant for what began as the Australian Committee on Technical and Further Education (ACOTAFE), became the Technical and Further Education Commission (TAFEC) and now has become, and, presumably without the benefit of my advice, the TAFE Council of the Tertiary Education Commission. This connection began in late 1973 with the survey of technical college libraries, carried out by Tony Brown and me.

Thirty years ago my career began as a graduate library assistant in Newcastle Technical College, where I was junior in a staff of three, A marvellous in-service training experience. Until 1973 my thinking about technical college libraries and librarians was highly coloured by time-softened recollections of those days, when Technical Education in N.S.W. was at its zenith, when only universities, and there weren't many of those, were academically more distinguished. Most of the top men in BHP until quite recently were Associates of Sydney Technical College, usually from Newcastle, in which college BHP just happened to have invested heavily in the thirties. Indeed, throughout the country, the technical college system was seen as the education/training arm of industry, to an extent that TAFE is just now moving from.

There was not much by way of A-V material — a few films. We seemed to have a high proportion of the print materials needed by the future captains of industry — we were always cramped for space, and we thought we were doing a reasonable job. In retrospect a statement by Brown/Flowers about the 1974 situation applied to us in 1948:

> "In these states where there have been library staff employed, many librarians have contributed to the rejection of the library by, in particular, trade teachers. In times of shortage of funds and shortage of library staff, librarians have set their own priorities in service, and have concentrated help on this high-level ASTC-type student who tended to be library-prone anyway, and turned their backs on that group of students who most needed help, the trades students, always the permanent second-class citizens of any institution with which they have been associated."

One section at least, however, of the society that technical college libraries in those days served was an elite, and was treated accordingly: the rest got next to nothing.

The fifties saw the decline of even this function of the Technical College.

With the coming of the new universities, e.g., NSW, Monash in Victoria, the education elite, courses and students, departed. The Martin Committee appointed to look at technical colleges considered that the State Technical Education departments were so hopeless that they recommended a new type of institution, not tied to the Technical Education state system. Just for being so hopeless as to lead to the CAE's the State Technical Education systems have much to answer for. Information resources and library staff flowed from the technical colleges to the CAE's and the universities and to anywhere they could.

Raped, pillaged, shards only of the great days: left with trade courses and those middle level courses unwanted by the rampaging CAE's, the Technical Colleges became the scene of almost total depression.

However, all was not lost, for their very depression was seen to make them an area ready for the educational reformers and the politicians. The educational reformers, after fixing the universities, the CAE's, the schools, were avid for a subject. And the politicians for a monument. On sheer head count the Technical Education system as a vote catcher should have appealed to the politicians whose political instincts might on this occasion have been expected to overcome a natural ignorance of the educational issues involved.

What they came up with was TAFE. "What is truth? said Jesting Pilate; and would not stay for an answer." What is TAFE: the answer to that will go a long way towards determining the library's role in TAFE.

My objective in this paper is to describe TAFE's role in society, the library's role in TAFE and to give an account of progress made in achieving this and in overcoming of obstacles remaining.

The formal statement, from the first ACOTAFE Report, is:

> "Technical and further education should be regarded as describing all organised and sustained programs designed to communicate vocationally oriented knowledge and to develop the individual's understanding and skills. It should include all programs of education with a vocational purpose, other than those financially supported by other Commissions whether the individual is using the program with employment as a primary aim or with the aim of gaining additional specialised knowledge or skills for personal enrichment or job improvement. It includes what is usually known as 'adult education.' It does not include activities which have no direct educational purpose, and which are not planned as a systematic sequence, for example, social and corporate activities such as meetings of clubs, associations, or work camps having no explicit educational aim."

The central concept is the provision of unrestricted access to post school education, and the removal of barriers from entry into technical and further education by all adults.

The Committee adopted two guidelines early in its deliberations on the nature and scope of this Report.

(a) Recurrent opportunities for technical and further education should be available to people of all ages regardless of minimum formal educational entry requirements or of current employment status. Opportunities throughout life for recurrent education should give priority to the needs of the individual as a person and to his or her development as a member of society, including the development of non-vocational and social skills that affect personality.

(b) The broader the approach in technical and further education the more the likelihood of creating an environment in which self

> motivated individuals can reach their vocational goals and in which motivation may be regenerated in people who have lost it."

The background music is from the Unesco publication, Learning to be: the world of education today and tomorrow, by Edgar Faure:

> "1. We propose lifelong education as the master concept for educational policies in the years to come . . .
>
> 2. Educational institutions and means must be multiplied, made more accessible, offer the individual a far more diversified choice. Education must assume the proportions of a true mass movement.
>
> 20. It should be made a principle to centre educational activity in the learner, to allow him greater and greater freedom, as he matures, to decide for himself what he wants to learn and how and where he wants to learn it and take his training."

And so the battle-cries of this "true mass movement" become recurrent education, self-paced learning, unrestricted access. Its territorial ambitions burn brightly and include those areas of post-school education not already claimed by the CAE's which, for survival's sake, show remarkable appetites, and the universities.

This is a vast domain not yet fully charted. It includes whatever was left in the old technical college system by the developing universities and CAE's, such as the courses for formal qualifications, for trade and technical and business pieces of paper. Under the "Further" umbrella come those less formal courses providing for those activities bordering upon adult education, and almost anything else besides, perhaps with the only limitations those that were expressed in Recommendation 20 of Learning to be:

> "Even if the learner has to accept certain pedagogic and socio-cultural obligations as to subject matter and methods, these should still be defined more in terms of free choice, of psychological propensities and drives among learners than hitherto."

These educational issues were being aired overseas and in Australia. The first effective blueprint in this country was Karmel's report on South Australia's educational system, this leading to the Department of Further Education in South Australia, the first Australian fabric for the technical and further education concept.

This new emphasis in TAFE stems from a change of allegiance from the employers to the employees in that it is primarily concerned with meeting the needs of the individual who wishes, within the limits of his capacity, to develop his abilities to the best advantage of himself and the community including industry and commerce rather than primarily being concerned with meeting industry's need for manpower. This change of emphasis which has been recognised by bodies of world stature such as ILO, UNESCO and OECD and fostered by them means that the manpower needs of industry are to be accommodated by first meeting the needs of the individual. In practical terms this means that provision should be made in TAFE courses for subjects which enable students, in addition to achieving technical competence, to take their place in society as better citizens. The likelihood that employees may object to the inclusion of broad based educational subjects in courses for the worker or apprentice is no reason for accepting that such subjects should not be introduced.

While still far short of educational anarchy, these views did represent a major change in the attitudes of some technical education administrators.

The ACOTAFE and TAFEC reports were at the same time the crystallization of educational theories and attitudes and a catalyst for their concrete expression, in educational resources. Including library resources, in the broadest sense of the term — buildings, information resources, staff. As though that wasn't enough for an educational empire-builder, segments from the longer-established educational territories are falling or may be ceded to TAFE.

In an address to the Graduate Careers Council in November 1975, Professor Matheson, retiring Vice-Chancellor of Monash University, expressed concern at the failure of the high school system to produce numerate and literate students able to cope with university-level studies:

> "The hard facts of life are that the high school system is becoming less and less able, and what is perhaps more significant, less and less willing to perform such a function."

Professor Matheson considered that the universities would be forced into running within the university system something approaching to the junior colleges of the United States. I cannot see the universities being willing or able, under the new Tertiary Education Commission reins, to supply such pre-university education. The TAFE colleges of the country are already supplying such services. It is ironic for those of us who have deplored the stultifying association of the school education and TAFE education systems in, for example, Victoria, that we may live to see the upper high school years become the responsibility of TAFE.

It is comforting, too, that surely one short-term major effect of the creation of the Tertiary Education Commission will be an end to the free-booting course-filching activities of some CAE's, and a longer-term effect a degree of rationalization in tertiary education activities that can only be to the advantage of the TAFE Sector.

It looks, indeed, as though TAFE may become the plunderer instead of the plundered, and where TAFE goes, TAFE libraries will follow. TAFE has been described as a vacuum cleaner, with highly adaptable fittings on the business end, to sweep up and suck in an enormous variety of educational and training needs. It is not surprising, therefore, that the libraries serving the staff and students of TAFE institutions will find themselves operating at several levels over the whole field of recorded knowledge and with clienteles ranging in intellect from the dull to the extremely bright. Therein lies the challenge to the librarian concerned: therein lie the seeds of conflict, perhaps the grounds for co-operation, with the libraries of the education sectors and the public library system. About that more later.

It must be clear to you that Tony Brown and I at the start of our investigations in 1973 were not terribly familiar with either Technical Education generally, or with Technical college libraries. We journeyed in hope, however, and managed to learn something of both. The TAFE of 1977 is not quite yet the realization of the 1973 Kangan dream, but it is on the way, steadily and, I think, irrevocably. Progress towards the full TAFE role has been made; some impediments remain.

The problems of States rights continue. To a remarkable extent, these States rights considerations have been obstructive generally: it is particularly sad in the LRC area where the States insistence on not being told what to do by the Commonwealth has resulted in the disappearance of ear-marked grants for LRC recurrent purposes. The main reason that technical education generally and library resource centres in particular are in such poor state is that decisions on priorities were left entirely to State technical education administrators. Many of this group still have no concept of the importance of the mastery of information in both vocational and life education, while continuing to regard as high in cost effectiveness the tens of thousands of superfeet of timber and tons of steel chewed annually by the machine tools of the country's technical colleges.

But there has been some change for the better in the attitudes of the State TAFE administrations towards LRC's, perhaps because there have been changes for the better in State TAFE administrations generally. Now that TAFE has been recognised by both the present Federal Government and the Opposition as part of Tertiary Education, and not, derogatorily, as merely Post-Secondary and certainly not as Secondary, it may be that TAFE can grow up, in its attitudes and its administration, to play its due part in the Tertiary Education sector. Two necessary developments remaining in the coming-of-age of TAFE in this country, both having important implications for LRC provision should no longer be called upon to provide a substitute and inferior secondary school system in Victoria. More importantly, independent TAFE departments in Queensland, Victoria, Tasmania and Western Australia should be set up to replace the Technical Education Divisions which for so long have been at the end of the resources queues in schools-dominated Education Departments.

There have already been moves in the TAFE college administrative pattern in several states towards a much higher level of college autonomy in budgetary matters and decision-making. In Victoria there is a high level of local autonomy and, perhaps consequently, there are some outstanding principals who are strong supporters of LRC development. N.S.W. has talked much about devolution of responsibility to TAFE regional colleges, but appears, as yet, to have done little about it. The more college autonomy there is, the greater the need for LRC staff of high calibre in the colleges and for, in each State, State LRC staff to liaise with the colleges to ensure that LRC standards of service are maintained.

Brown-Flowers stressed in their report to ACOTAFE the continuing over-riding importance in LRC utilization in Technical Education of the teacher-student relationship:

> "The primary responsibility for the integration of information resources print and non-print, into the teaching-learning process rests with the teaching staff."

The most important improvement since 1973 is in the teachers' attitude towards the LRC. The hope was expressed in 1973—

> "4.112 Some younger teachers whose training included the use of resource materials have positive ideas and attitudes towards learning resources, and it is essential for appropriate in-service courses to be conducted to bring all teachers and administrators of colleges generally to a point where they can make informed judgments."

It could well be that the most important LRC contribution in these past three years did not come from LRC recurrent funds at all but from the funds made available for Staff Development. In the training of new teachers and in the recurrent education of older teachers, emphasis has been given to information media familiarization courses. It is from the expectations of such teachers, and from students coming from high schools with effective LRC's, that the nurturing demand for high-level LRC service will come, increasingly. This teacher indoctrination is occurring in all States. The Queensland approach to this seemed to be the most thorough and effective and this is particularly satisfying having regard to all that remains to be done in Queensland.

Another important non-LRC area which has major implications for LRC utilization is Curriculum Development, on which considerable Commonwealth funds are expended. LRC use is now being built into curricula. This, stemming from and dependent on the LRC-attuned teacher, is the second vital ingredient necessary to a high level of LRC exploitation.

Following a thorough survey of the Tasmanian TAFE scene in late 1975, Elizabeth Morrison (Stecher)[1] concluded that the TAFE libraries in Tasmania were not capable of supporting basic teaching programmes. That is still true for the whole of Australia. What is true, too, though, is that a large and growing proportion of TAFE teachers now have some idea of the LRC role, and that there is a remarkable consensus on areas of need. It is recognised: that colleges require a service to monitor and co-ordinate and satisfy information and resource needs; that access to a substantial college resources collection is required, supplemented by an effective inter-library loan mechanism; that facilities for small-scale college audio-visual production are required, together with liaison with external media centre capable of more sophisticated production; and that specialist staff are needed to assist and advise with media production and use, resources selection and procurement, information retrieval and methods of library use.

LRC's will continue to improve to the extent that teachers maintain and extend this interest in and concern with LRC provision and services.

The State system; whether Further or Technical or Technical and Further are all now starting to feel the potential of "Further" in their educational briefs.

To the extent that Further has any significance, it does make possible to vocational students a diverse educational experience limited in no way by a narrow view of vocational requisites. Through Further education and the media provided for it lies the way to a higher level of general education for middle-level students and apprentices.

Further, too, indicates a stronger pull towards the sort of adult education activities carried out in some localities by public libraries. Modes of co-operation with public libraries even to the extent of the development of community libraries, will be a constant preoccupation. One beneficial effect of the freeze now afflicting TAFE and public library development will be the working out of more soundly based co-operative ventures than would have been the case had plentiful funding been available to one or both parties. In any case, TAFE authorities must be at pains not to put at risk their own LRC objectives. Morrison's comments about Tasmania have Australia-wide application:

> "However, joint and co-operative ventures must, to be justified, meet the several needs of the component parts. It is hoped that the TAFE component in learning and likely resource provision is identified, characterized and quantified so that TAFE requirements can be met and manipulated as part of comprehensive educational planning."

Of that more later.

Basic to the TAFE philosophy is acceptance of responsibility for the education of all sections of the TAFE student population. This has led over the last three years to growing concern with illiteracy and reading deficiency. The problem is still with us as a major outcome of our educational system, and needs diligent and concerted action. It is not enough for State TAFE systems to go into short-term spasm whenever the issue is raised by some major manufacturer appalled at the educational level of starting members of his work-force.

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[1] Morrison E. Library resource provision to technical and further education in Tasmania: report . . . undertaken for the Education Department of Tasmania. Melb., 1976.

The possible LRC contribution towards apprentice education — "Apprentices don't read" — has been much discussed, and, in several localities, effectively acted upon. In Victoria, for example, the unstuffy approach by young librarians in the Trades Annex in Preston Technical College and in the Victorian Railways Technical College is providing the answer. Future LRC's should cover the need by departments, particularly in the Trades, to have learning resources either in the teaching area, or in congenial rooms immediately accessible to it. Ian Baker, the Principal of Preston Technical College, is an advocate of this "library without walls" concept, the best mix for LRC provision may prove to be a multi media multi-function LRC, on the Preston LRC model, as the mother ship, with the fish being caught sometimes in the first place, sometimes permanently, in the small immediate-access workforce collection.

Attendance patterns for students generally and for apprentices in particular continue to be a bar to effective LRC utilization, as do attendance patterns of teaching staff. Having regard to effective utilization of TAFE college accommodation and the necessity for college hours and vacations to meet total student requirements rather than teacher requirements of a forty week year and a four-day week, the LRC may yet get an effective time span in which to reach the whole college population.

What follows, now briefly, is a report on TAFE LRC developments, physical developments since 1973, and the progress being made towards exploitation of the full LRC role. With every budget now, the realization of the Brown-Flowers Guidelines recedes further into the future, making more remote an assessment of these Guidelines. It will come as no surprise to you, however, that librarians generally consider them too stringent, technical education administrators too lavish. Continuing problems in assessment are the absence of acceptable statistical reporting methods in the States, and the lack of common ground in LRC provision among the States, e.g., again, the Victorian overlap problem. The TAFEC Secretariat is working on the statistical reporting question and it is hoped that meaningful statistics may be available from 1977 onwards. I hope, too, that some States may be able to engage in measuring TAFE LRC effectiveness along the lines advocated by Ernest De Prospo at last week's workshop.

1. *BUILDINGS*

Throughout the States and in TAFEC there has been a great deal of activity in the LRC planning area, and this will not be wasted even though it seems unlikely now, according to the Chairman that original plans can be carried out:

> "He stated that while the Commission still gave its strong support to the central role of the LRC in TAFE and to the concept of self-paced learning which such a learning resource centre would support, the extremely limited funds available for capital construction made the intended program for model LRC's quite unachievable. He reminded members that decisions on priorities in building construction were still the prerogative of each state."

It is pleasing that three States have exercised this prerogative in favour of the Model LRC, and intend to commence construction early in 1978. The planning for all three, Cairns, Elizabeth and Preston has benefited from contributions from TAFE administrators, teachers and librarians, and from the building experts in the TAFEC Secretariat: all participants have benefited from this and are in a position to contribute a measure of expertise to planning exercises.

It is pleasing too that in these troubled times, and they may continue for some years yet, the Commission is turning to amelioration of LRC accommodation over a wide front, giving time for the lessons from the Model LRC programme to be absorbed before proceeding with further large LRC building projects. Our interim guidelines are based on the International Federation of Library Association standards, with a Brown-Flowers formula for reader space. Every time I examine a new building proposal, I am the more satisfied with Para 4.117 of the first Report:

> "4.117 In larger colleges the LRC should be constructed as a separate building or in conjunction with student services units, although some of the space may be more economically used by other college functions for some time ahead. Provision must be made for subsequent expansion in smaller colleges also. Planning for new libraries should try to predict needs 15 to 20 years ahead, and yet adequate provision is not being made for LRC's in many new building plans."

It must be borne in mind that it will take some years of teacher and student indoctrination before the LRC realises its full potential. To have buildings markedly too large for current purposes is to do more harm than good in any college environment. Either building in stages on or just before demand, or building to ultimate requirement, if we think we know what this is, and taking in suitable tenants, are much to be preferred. One suitable tenant is the Student Amenities area, and a satisfactory interim arrangement for the present straitened circumstances is a collocation in the one purpose-built area, either LRC or Student Amenities, against the time that demand and funds make possible the tenant's departure to its own purpose-built quarters. In the planning of Gilles Plains, South Australia, the cuckoo in the LRC nest will be the college administration:

> "As the development of the campus is proposed in stages, initially, the College administration is envisaged to be housed within the precincts of the Learning Resource building. When it can be demonstrated that further expansion of the Learning Resource is desirable the administration would be transferred to its own facility."

Short of the vision splendid that the Model LRC has now turned into, there are in all States pleasing developments in the Building provision.

Many library areas throughout the country have been considerably improved, simply, by, perhaps, taking over an adjoining classroom and providing carpet, bright furniture and curtains, and new shelving.

Just how effective and attractive the "Library without walls" concept can be is demonstrated in the LRC provision made in the open-plan Secretarial Studies department occupying, currently, one floor of the Queensland TAB building at Albion Park. This may also serve to indicate the potential, in these years of meagre capital funds, of leased accommodation.

In new colleges, such as Bentley, W.A., adequate and attractive provision is being made.

In some few existing colleges, LRC provision approaching Guidelines standards has been made. The finest LRC building outcome so far is Moorabbin in Victoria. It would be heartening to be able to accept a comparison of present LRC provision at Moorabbin with what they had before as an accurate reflection of what TAFEC has made possible.

There are still traps awaiting LRC planners, and I have been concerned, for example, by the attention paid in LRC planning to security. What the TAFE LRC needs is people at the door to attract students and staff in, not make it difficult for them to leave, not make them feel unwanted.

The LRC should be the best, the most attractive, the most welcoming building on the campus. It is important to bear in mind that of the three essentials, the building, in the form of perfect accommodation, however, is the least important, and should be treated as such when money is short.

2. *RESOURCES*

At least half of the Resources of the original Guidelines should have been acquired by the end of 1978. These, like other objectives appearing in Appendix C of the 2nd Report, have been modified because of the presumably delayed start of ACOTAFE funds transfer to the States.

I should emphasise that the Guidelines figures refer to currently effective stock only. The high proportion of older stock in many of the libraries we visited was a positive discouragement, because of appearance, to students to use the collections, and many of the volumes examined would have provided dangerously out-dated information. Staff provision has not been at a level to allow extensive weeding of the collections. With the delay in providing extended accommodation there are now urgent physical reasons as well for carrying out this task as quickly as possible.

There has been criticism of the Guideline for serial subscriptions on the grounds that it is too lavish. This may be so: but can only be judged in a fully effective TAFE college environment in which Further education activities loom large. The TAFEC-funded project on Serials will provide LRC's with a sound basis for serials collection-building.

One area of conspicuous waste has been in the acquisition of audio-visual resources, hardware and software. None of the lessons stemming from the Schools Commission exercise in this area seem to have been learned. Hardware has been acquired that will be obsolete before genuine need for it arises. Relevant software is in short supply, from both commercial suppliers and from TAFE departments. The enforced undue haste in spending referred to above has resulted in unwise purchases of commercial A-V software. Many librarians are now aware, and have so informed me that the A-V software reviewing service is seen in all states as an essential service from the projected TAFE Technology Centre.

It had been hoped that one outcome of improved liaison between the personnel of the State TAFE departments would be a growth in the free exchange of A-V software amongst the States. This development can only be hindered by the practice in South Australia of placing all moving picture software produced by State instrumentalities in the hands of the South Australian Film Corporation as a profit-making venture.

Guidelines for A-V production and use will be created by the TAFE departments in the light of experience gained over the next few years. The Commission has had available to it, through his membership of the LRC Committee, the advice of Paul McNally, recognised as perhaps Australia's leading expert in the field; the States have, to varying degrees, available to them their teachers and their educational technologists and their librarians to make contributions.

It is to be hoped that the Union list of A-V media now being produced by the South Australian Department of Further Education as a TAFEC-funded project can be brought to completion.

3. *STAFFING*

Adequate staffing continues to be the most critical and immediate need. In any library, the number and quality of staff must be related to the community of users. Where educational achievement and literary competence can be taken for granted the staffing level may not be as critical a factor as it is in those situations where many students are educationally under-privileged. Certainly, in the latter case, there is a greater responsibility placed on library staff to encourage students to make effective use of library resources and to open up the way to independent learning opportunities.

The recruitment of experienced professional staff from the libraries of other institutions must be fostered. The technical college library system has for too long been the milch cow for CAE's and universities seeking competent staff, usually in the middle salary ranges. All that needs to be done to attract and retain staff of the right calibre is to involve them with enthusiasm for the new LRC task *AND* give them salaries and conditions comparable to those obtaining at the same professional levels elsewhere. I deplore the sentiments in Para. 8.34 of the 2nd Report:

> "Having regard to current salary structure for professional TAFE library staff and the supply of those people it is unlikely that TAFE authorities will be able to secure staff on the 'open market.'"

Reference was made above to the NSW practice of employing LRC staff on a temporary basis using Commonwealth funds. The other States have shown more sense than this and are gradually building up effective LRC staff. I have been impressed particularly by the enthusiasm, devotion to TAFE ideals, and willingness to attack TAFE problem areas, such as the apprentice-reluctance and illiteracy, of many of the new staff in Victoria, e.g., those in Preston Technical College and the Victorian Railway Technical College. Suddenly the TAFE philosophy, more often the subject of empty rhetoric, is put into action.

Staff Development funds have been used for development of existing LRC staff. Within each State LRC staff have been able to get together to discuss common problems, and there have been TAFEC-SUPPORTED National Workshops, e.g., on Library Technician Courses in Melbourne, State Bibliographic Centres in Adelaide, which have done much to ensure effective discussion of major issues and to break down the insularity still far too prevalent in all State TAFE activities.

Again and again, in the ACOTAFE/TAFEC reports, the provision of staff was stated to be top priority. As the NSW experience indicates, it still is. Good LRC staff with mediocre resources and inferior accommodation will do a job that will not be rivalled by poor or non-existent staff no matter how plentiful the resources or luxurious the accommodation. The admonition of the 2nd ACOTAFE Report, "It is necessary to ensure, however, that the provision of materials and equipment does not outpace the development of the physical facilities in which to house them." should be added: "But this above all, get the people to make them both work."

In several States, with NSW and Queensland as the major culprits, there are several colleges with attractive LRC's completed a year, two years ago, which have not yet been made available for use because there are, presumably, no funds available to staff them. Dapto in NSW has been completed for two years and still has not been used. Ithaca is only one example in Queensland which still has no LRC staff outside the Resource Materials Centre at Kangaroo Point.

Professional staff are needed for full and effective exploitation of LRC potential. Like the other Guidelines, it will take some years before the staff Guideline can be achieved in full. But in the meantime, the LRC, if provided and stocked with resource materials, should be opened on whatever basis to the staff and students for whom, after all, they are being provided. Ithaca opened its LRC using temporarily supernumerary teachers, but that proved to be a temporary solution. It should not be beyond the wit of State LRC authorities and College principals to ensure that LRC doors are thrown open, and kept open, if only for a few hours every day.

Four other staff matters deserve comment:

(i) One is the role to be played in LRC's by the library technicians from the TAFE libraries technician courses. The divergences which have developed between library technician courses in the various states are a matter for concern. These divergences make it difficult to secure reciprocal acceptance of library technician qualifications between the States, and seriously affect the mobility of library technicians. It is surprising and regrettable that these differences exist in courses so recently introduced. Co-ordination between TAFE authorities and the Library Association of Australia in the near future could do much to alleviate this problem.

(ii) South Australia has established the practice of appointing lecturer-librarians to its TAFE LRC's, in much the same way as other states have teacher-librarians in their school systems, as Victoria, for example, has in the Technical Schools segment of its TAFE system. One of the main attractions to the LRC staff concerned is that they enjoy the same vacations as their teaching counterparts, i.e., badly and not too crudely put, all the hours between the end of one term and the start of the next. As the majority of LRC staff will not be in this category, I find myself at a loss to understand how (i) the LRC can be run effectively and amicably when senior staff have eight weeks more holiday per year than the people they lead, (ii) at a time when so much is to be done with so few staff, any State system can afford a system which reduces professional staff availability to this extent.

That the S.A. lecturer-librarians should enjoy the same salary and status as their teaching counterparts is thoroughly defensible, but these people are no more lecturers than their librarian counterparts in other states and in other tertiary education libraries. Mind you, this policy, if persisted with, may be a sure-fire way of attracting good staff to TAFE libraries.

There are arguments to be made against and for this South Australian practice: the Commission should be aware of the problem and its implications for LRC services.

(iii) Some means should be found of utilising trade teacher expertise in LRC activities — if they are good enough to teach students it can be argued that they should be worthy of participating in some LRC operations, perhaps to the extent of periods of secondment to the LRC. Such appointments may be seen to cut across the library staff structure that the Library Association is now trying to develop.

(iv) It is regrettable too that the Commission has not yet seen justification for the appointment of a full-time library consultant within its Secretariat. There have been requests from a number of States for expert advice on LRC development. Part-time or short-term consultants have limited value. The states will need advice, the Commission itself will need advice, for the foreseeable future. This consultant, a qualified and experienced librarian, could act upon request as consultant to State TAFE authorities and to individual colleges on the design of new LRC's, the upgrading of existing facilities, the development of State wide or regional resource centre networks and computer applications. He, or she, could prepare building resources and staffing standards, assess State submissions for LRC development grants, assist in the preparation of a statistical reporting system, and advise the Commission on LRC development in general.

There is considerable merit, too, in a senior appointment to the central administration of each State TAFE authority to organise and supervise all aspects of LRC development. Some states already have such an officer; those that have not should be urged again to consider this possibility.

Consideration of LRC matters at a satisfactory level of expertise could be guaranteed with such a person in each State, and the Commission consultant, all on a full-time basis, and all able to liaise effectively with one another and with LRC staffs throughout the country.

Staff considerations lead naturally to consideration of bibliographic centres, highly recommended by Brown-Flowers in 1974, and on which much energy has been expended since.

To quote from the 1st ACOTAFE Report, Para 4.133:

"The Committee was concerned to note during its visits to the colleges the high proportion of library staff time taken up by routine acquisitions, cataloguing and processing activities at the expense of reader service work."

The States were funded to conduct feasibility studies on State bibliographic centres: these feasibility studies have now been completed and are summarised as follows.

In the event, too much attention may have been given to statewide TAFE-only basis for centralized cataloguing operations. On the one hand, many TAFE colleges could exist with much simpler bibliographical apparatus than is now, via these feasibility studies, planned for them. On the other hand, whatever bibliographical records are found to be necessary may be readily supplied by including TAFE State departments as partners in such statewide bibliographical networks as CAVAL (Co-operative Activity of Victorian Academic Libraries) and CLAN (College Libraries Activity Network in New South Wales). In this and other activities, TAFE must accept its enhanced status as a member of the tertiary education trinity, and its library service must work out a new set of objectives, of territorial imperatives.

The relationship of the TAFE library to other libraries in the community is clearly changing.

I began by saying that the TAFE library system may yet deserve to be called the largest public library system in the country, and that the library in TAFE will be in co-ordination/conflict situations with other library services, especially the public library service. The First ACOTAFE Report skated pleasantly over the likely battlefield:

"4.140 Co-ordination of Libraries. Within its own locality each technical college LRC should co-operate closely with the other libraries, both public and institutional, to improve overall library service both to its own staff and students and to the community at large. The development of an information service to local industry by a technically oriented college would provide added justification for the investment of public funds in a comprehensive technical reference collection, covering standards, patent literature, and a wide range of relevant abstracting and indexing publications.

4.14. As well as serving students and teachers, libraries in TAFE institutions should be accessible to members of the community at large. In fact, the colleges should take active steps to encourage industry and commerce to make use of them."

And it is just as well that no more than that was made of it at that time. How far present realities are from a strong TAFE presence is indicated by Liz Morrison, talking of Tasmania—

> "To an astonishing extent, staff have to rely on their own collections of books and periodicals for information and their own contacts with industry for handouts in the form of information and some audio-visual materials. (This is a reversal of the vaunted role of technical colleges as providing information services to industry."

There will be, however, a strong TAFE presence in the high proportion of Australian towns, in many of which the public library service may be either non-existent or poor. And the public will be served. The conjunction of one of the new model LRC's, active library staff, and an aggressive proselytising college principal of the type now springing out of the ground in Victoria will lead to remarkable extensions of the LRC role. That may eventuate. Simply put, now, the role of the library, or the library resource centre, or the multi-media centre — after fighting for years for library resource centre, to perpetuate a sentimental professional bond, I now prefer learning resource centre — its role is to provide for staff and students the information resources, in whatever format, relevant to their educational objectives. The LRC, as the facility open for the longest span of hours to which the student can come, at times convenient to him, to learn, must provide for the reinforcement of teaching, for alternate approaches to and different treatment of specific subjects and topics, and for a variety of tempos of learning suited to the individual student. It must have a staff large enough and good enough to ensure that all staff and students know how to use the LRC so that whenever it is necessary in their educational progress, through life, they can find for themselves the up-to-date information they need.

That simple interpretation of the role of the library-learning resource centre in TAFE is not acceptable to some of the new breed librarians and educational technologists and administrators in TAFE. They argue for a much more comprehensive central service facility along the lines of the Resource Materials Centre in what was Hobart College of Advanced Education. Such LRC's are to be engaged in not only the collection and handling of print and non-print materials but also their production. Add to these the college counselling services, the computer facilities, typing services and the college printery and duplicating services, and any other central services looking for a manager.

Whether or not inclusive of all or any of these facilities, there are some obstacles to full staff/student participation to be cleared away before the LRC will be able to change from an arid low-level imitation of an old-fashioned academic library into the dynamic learning centre of our dreams. To mention some of them quickly — the pattern of student attendance at college, the absence of rostered LRC familiarization hours, the apathy and ignorance of many TAFE teaching staff, and some TAFE librarians — is not to minimise their gravity. The most important problem, the teacher attitudes, is changing rapidly as staff development funds in all states are used to educate in LRC utilization the growing band of young teachers ordering the service and those experienced teachers who see in the LRC the mechanism for furthering TAFE's educational objectives.

Having regard to the high cost of teaching and the need for teachers to make full use of self-learning techniques, it is essential that the Technical Teacher Education programmes place heavy emphasis on the use and learning applications of all information media, and that in-service courses be conducted for teachers and administrators already in college. As more and more teachers see the light, the other obstacles to the development of the full LRC role, the timetabling, etc., will be removed.

The LRC staff, though not teachers in the narrow sense of the term, must be and must be seen to be an important part of the TAFE teacher-learning team. In addition to education in librarianship to a satisfactory level, services LRC personnel would benefit considerably from a mastery of education theory to match that of their teaching colleagues and, if at all possible, some expertise in some of the major subject areas of the college. A tall order, perhaps, and a sensitive one. There may be a positive advantage in utilising within LRC's the trade skills and teaching experience of trades teachers: how those teachers lacking both the professional and general educational qualifications required of professional librarians can be fitted into our library establishments is just one of the problems thrown up by such rational developments.

The pre-ACOTAFE technical education systems concerned itself only to a very limited extent with the general education of the students, many of whom are educationally under-developed and come from socially and culturally deprived backgrounds. Unlike other areas of education, technical education did not see itself as having any responsibility for providing its students, a large and important part of the community, with a diverse education experience limited in no way by a narrow view of vocational requisites.

The new LRC staffs have accepted this challenge and the success so far, in several of the States, is probably the most dramatic vindication so far of the ACOTAFE objectives. To have trades apprentices relaxing and enjoying LRC resources for educational and recreational purposes, in such colleges as I have mentioned and increasingly, in colleges in all States, must be all the reinforcement needed for a stepping-up of such activities throughout TAFE, the provision of warm and friendly assistance to students Learning to be. This intensive reader-service, reader-assistance activity, is, and will continue to be, the most important LRC activity.

Part of this activity is continuing liaison with teaching staff on the provision of the information resources required by staff and students, and the building-up, independent of teaching staff, of expertise in the subject fields covered in the college. At the same time, the LRC is not to be a repository of little-used resources, and culling must be carried out on a regular basis to maintain the currency and attractiveness of the collections. Once adequate collections have been built, the LRC in TAFE should go into happy steady state.

Nor should any more time be spent on Technical services than is essential for the effective operation of the information services of the college. Concern was expressed in 1974 at the high proportion of library staff time taken up by routine acquisitions, cataloguing and processing activities at the expense of reader service work. In stressing that selection must remain within the province of the individual college, it was considered that the establishment of state centralised acquisitions and cataloguing services would offer advantages both to industrial colleges and to TAFE departments as a whole. In the event, too much attention may have been given to a statewide TAFE-directed basis for centralized cataloguing operations. On the one hand, many TAFE colleges could exist with much simpler bibliographical apparatus than is now planned for them. On the other hand, whatever bibliographical records are found to be necessary may be readily supplied by incorporating TAFE requirements as a sub-set in statewide networks such as CAVAL and CLANN.

CONCLUSION

Whether utilizing computers or computer networks or extraplanetary influences, the librarians of TAFE must guard against ever again becoming either addicted to, for pleasure, or slaves to, perforce, Technical service operations. In TAFE, the need is for shopfront libraries, workface librarians to help this most varied and most deserving staff and student body. The TAFE society is perhaps more a microcosm of the world outside than is any other educational sector library. The risk is that librarians, in serving this society well, will deprive the public library of a large and influential section of its clientele.

But that will only arise as the TAFE sector itself develops. This much, however, is sure. TAFE is here to stay, and library service in TAFE will be innovative and exciting, as TAFE itself will be.

Whatever the financial climate, whatever the educational innovations still in store for us, I am confident that you are now witnessing, in the development of TAFE, one of the most significant educational events in this country in the Twentieth century, an event of major significance to the whole of society, at work and at play. And make no mistake, this TAFE, in its immediate sphere of influence and in its potential and ambition is no phoenix reincarnation of the old Technical education system, but a vastly different bird. It could well be, furthermore, that, in any consideration of libraries in the twentieth century, pride of place for achievement, for contributing to society, may yet go to TAFE libraries.

A recurring theme in this whole Conference has been accountability. The problem that TAFE now has is to meet its responsibilities to its students: in doing that a great load of accountability is placed on the TAFE LRC. So I would advise any of you who want a stimulating and, hopefully, profitable career, to Get with the strength.

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Planning Aspects of Information Delivery Management

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PREAMBLE

This paper attempts to demonstrate that it is essential for libraries, together with other interested parties to move to convince government that it must systematically develop and administer a national information policy which takes account of the rapid development of the information sector of our economy as we move into what the jargon calls "post-industrial society."

It advocates examination of the present administrative arrangements for decision-making. It requires clearer distinctions to be made than previously evident between policy development, the planning process and the management of information delivery. New arrangements, based on these distinctions and examination of the jobs to be done, are proposed.

The paper is a development of a preliminary one prepared for the June meeting of the Standing Committee of AACOBS. While it arises from consultation with too many people to acknowledge here, it is solely the responsibility of the author.

There may be dangers in what is proposed but they probably exist without any action we might take. They relate mainly to questions of civil liberties and are created by the temptations and opportunities that flow from centralized government involvement, specifically the possibility of censorship and of libraries being used for propaganda purposes as in totalitarian states.

The proliferation of bodies ultimately to be created if these propositions are followed is also a matter of concern.

Perhaps as librarians lose the feeling of insecurity arising from proposing a system where planning of libraries becomes part of a wider planning scene some of the bodies could be eliminated. Perhaps on the other hand, they aid responsiveness and may counter the tyranny of centralism.

THE INFORMATION AGE

The information explosion, the increased importance of information to society, and continuing advances in computer and communications technology are part of a changed society and are now themselves contributing to that change. These comments are clichés. What is even more significant is the rapid way computer and communications technology are merging and themselves converging with related technologies which reproduce text and pictures. The view has been expressed that when all of these elements are fully integrated the resultant capability for information transfer and exchange could create a form of national and even international interdependence which will provide a new information infrastructure for society, and if properly managed facilitate access to required information by citizens on demand.(1)

One of the characteristics of the so-called information age is a substantial, perhaps exponential increase in the volume of information flowing speedily throughout the world using communications and computer technology. The possibility of more rapid application of information, particularly in technological fields, and increased convenience in commercial applications is also significant.

The longer term effects on the social, political and economic infrastructures and particularly the built environment may result in substantial changes which will affect the whole concept of the city, of democratic government and change the world's economy particularly in a time when energy sources are changing and zero population and economic growth are a reality. It is apparently demonstrated in the most recent study that 46%, that is almost one-half of the gross national product of the United States, is currently attributable to the production and distribution of information and knowledge(2) and the claim is made that it is now entering the "information age."

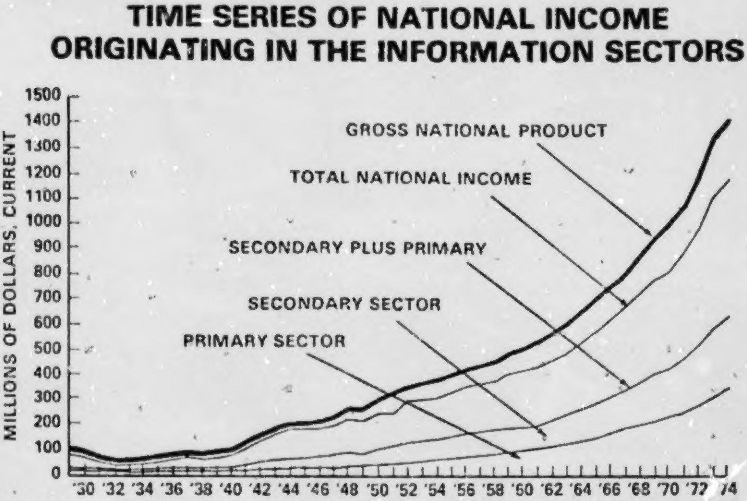

FIGURE I(3)

It is important to note that two problems in counterbalance are those of freedom of information and the individual as evidenced in the literature and the media.

SOME INFORMATION PROBLEMS

Pervasive nature

Not surprisingly, from the technocrat's point of view the effects of the situation described above are widespread. Alternatively, and from another point of view, what is described above is not an effect but an inadequate beginning of a technological solution to problems arising from widespread demands from society, particularly in those areas which could be categorized, if one was so foolish, into sectors labelled educational, social, political and economic.

It is evident also that by its very nature information is all-pervasive as the staff of civilized life. The term itself has many definitions which evidence this.

It follows also, that information policies are being developed to deal with the ways information needs affect our society. These policies may relate *inter alia* to regulation of communications whether through the telephone network, radio or television; the handling of scientific information; access to government information; the provision of statistical or social welfare information; or the development of libraries as information delivery sources. They are all part of a family of interdependent and intersecting interests and this larger context needs consideration if the changes that are in the course of occurring are not to create great problems.

Their importance may be judged by noting that it has been suggested that a major problem that will have to be dealt with in the United States is "foreseeable dislocations brought on by the shift from an industrial to an information economy and the obsolescence in training and employment skills which could ensue."(4) One must observe, however, that the information skill is likely to be an added rather than a substituted one in each case.

The number of interests involved may be assessed merely by noting the recent reports which have been made in or touching the field, and this is by no means a complete list: Henderson Report (Poverty)(5), Vernon Report (Post Office)(6), Whalan Report (Privacy)(7), Crisp Report (Integration of Data Systems)(8), Burmester Report (Book Resources)(9), Jungwirth Report (Library Services in Victoria)(10), Lamb Report (National Archives)(11), ALBIS (interdepartmental Committee)(12), ACOSS Background Paper on Information Policies (Brown)(13), LAA Standards for Public Libraries(14), LERN Report (State Library of N.S.W.)(15), SACOSS Paper on Information and Participation(16), STISEC Report (Scientific and Technological Information)(17), Tell Seminar (National Information Policy)(18) Westudy Report (Information and Library Needs of the Citizens of the Western Region of Melbourne)(19), Brown and Sharman Report (Whyalla Library and Information Services)(20), Access and Attitude (Trask Report on Sydney Western Area Information Needs)(21), Public Library Service in N.S.W. (Weeden Report)(22), Committee of Inquiry into Public Libraries (Horton Report)(23), Freedom of Information (Interdepartmental Committee)(24), Coombes Report (Administration)(25), TELECOM 2000 (Communications)(26), The Australian Information Industry: Reports (for Telecom)(27), Resource Sharing Networks (National Library Series)(28), Franki Report (Copyright)(29), Project SCORE(30), and Rural policy in Australia(31).

As Convener of the Task Force on Information Services of the L.A.A. I attempted with Trask to develop a visual representation of the various aspects of the information scene from a library point of view(32). Lamberton(33) cites the 1973 U.S. Department of Commerce *Memorandum on the Information Industry* which attempted to classify the impressive proportions of the information industry.

User problems

Information consumers have problems with the system. Some of these may be summarized briefly as follows:

Library users are particularly disadvantaged by their lack of awareness of what information services are available, by their low expectations of what help they can receive, and in the majority of cases, by their inability to make use of services with the low level of professional assistance which normally is all that can be provided.

They may wish to know whether an item or a piece of information is available, what its format is and in what circumstances it may be obtained and whether it is complete, accurate, up-to-date and at a suitable level of presentation for their need. It is not possible for anyone to go to any one point and find the answers to these questions although more information is available in major and specialized libraries in large centres, mainly the capital cities, than is in libraries in smaller centres.

Users are thus disadvantaged by remoteness from sources of material, particularly material to meet specialized information needs, and in many cases do not receive assistance which would allow them to take further steps to obtain knowledge of their existence, or access to them. This latter problem is most simply emphasized by noting that public access to certain collections which have been brought together to serve specialist groups may be restricted, or at least not made easy for the public (e.g. in school, company, parliamentary and university libraries).

Users may be affected by inconvenient hours of opening, by lack of public transport or by lack of suitable physical facilities which they may require. Few libraries are able to provide carrells, typing and/or recording facilities, or photographic as opposed to electrostatic copying facilities, provision of special types of materials, e.g. large print, cassettes, maps, etc., or special services such as home delivery, mail order or telephone service. Lack of such services may reduce the range of users which can be served.

Users may be inconvenienced also, or even seriously affected by peaks of demand. Students not only compete with themselves for material, but may compete with other users not only for the material but also for physical space in a library.

Users may be confused or disadvantaged by differing policies and practices in the organization and accessibility of material within a library, or in a number of libraries which they may use from time to time.(34)

Library problems

From the other point of view, the problems of libraries may be summarized as:

1. Lack of definition of role.
2. Lack of means of evaluating needs and effectiveness.
3. Lack of autonomy, either because of governmental controls or because they are quite commonly set up within an institution to provide service to a particular body or clientele.
4. Lack of relationship between demands and ability to meet those demands. (The "Meier syndrome" — a library's response to excessive demand is to restrict service).(35)
5. Lack of means to train staff to undertake new tasks.
6. Lack of co-ordination of activity, and therefore fragmentation or duplication of effort.

In simple terms there are problems with resources, staff, stock, buildings and equipment; problems with methods; problems with planning, organization and co-operation; and problems in effecting change.

THE WIDER SCENE

While our sights are inevitably set on solving *our* problems here it is surely not necessary to remind librarians whose libraries, no matter how small carry books produced in many countries, of the international nature of the information scene. One has only to chant a few of the acronyms which our high priests have devised, MARC, MEDLINE and UNISIST, and mention overseas bodies with local impact such as Lockheed, BLLD and LC to underline that point.

It is, however, necessary to remind ourselves that as librarians we are members of a much more eclectic guild whose stock in trade is information in and out of libraries. We are clearly not the only people concerned with information storage, handling and retrieval.

The Acting Chairman of the National Library Council, Mr. Kenneth Myer, giving evidence to the Committee of Inquiry into Public Libraries(37) spelt out the importance of libraries in "the post-industrial society" and in its report that Committee drew attention to "changes in society, including the growth of an 'information society' served by a growing information industry and related to vocational, educational and recreational needs" as one of the problems of major importance to Australian citizens. Librarians clearly have an increasing role to play, and must remedy the effect of obsolescence on their training and employment skills. Provided they do, the expectation that predicted levels of library manpower needed will continue to rise(38) into the eighties will be realized despite the present setback.

Librarians have a special job to do in lifting user expectations of the services which can be obtained from libraries, improving user skills, contributing to the initial and continuing education and training of other information professionals, and in turn learning something from them.(39)

Library services while only one aspect of information delivery and storage, are a very important one as they have the potential through information and referral services to provide a comfortable link with many of the other information services for members of the public, institutions and firms.

Clearly, however, the problem is an immensely complicated one. We can no longer think of information as something that only comes in small packages called books, or even libraries, nor of monopoly by libraries. Interaction between information generated by government and commerce and also between technology and government become relevant. Furthermore, there must be international consideration of the development of information policies, some of which have implications for national security.

A key question is how to structure the policy-making process so that the country can begin to develop a national information policy that is comprehensive, significantly sensitive to new technology, and responsive to the implications of the information age.(40)

Denis Richardson paraphrased Clemenceau when he commented that "perhaps the information needs of society are too important to leave to librarians."

It seems clear that a realistic view to take is that because of the many vested interests involved (including individuals with varied backgrounds and a large range of skills, e.g. in Federal departments, the scientific community, libraries and social planning groups, etc.); the immensely complicated nature of the problem; and the general lack of understanding of it, that any action to solve the problems of libraries will involve them in a great deal of work. Much of it may be wasted unless it is co-ordinated and part of a general solution and done in the context of a national information policy.

Is there such a policy?

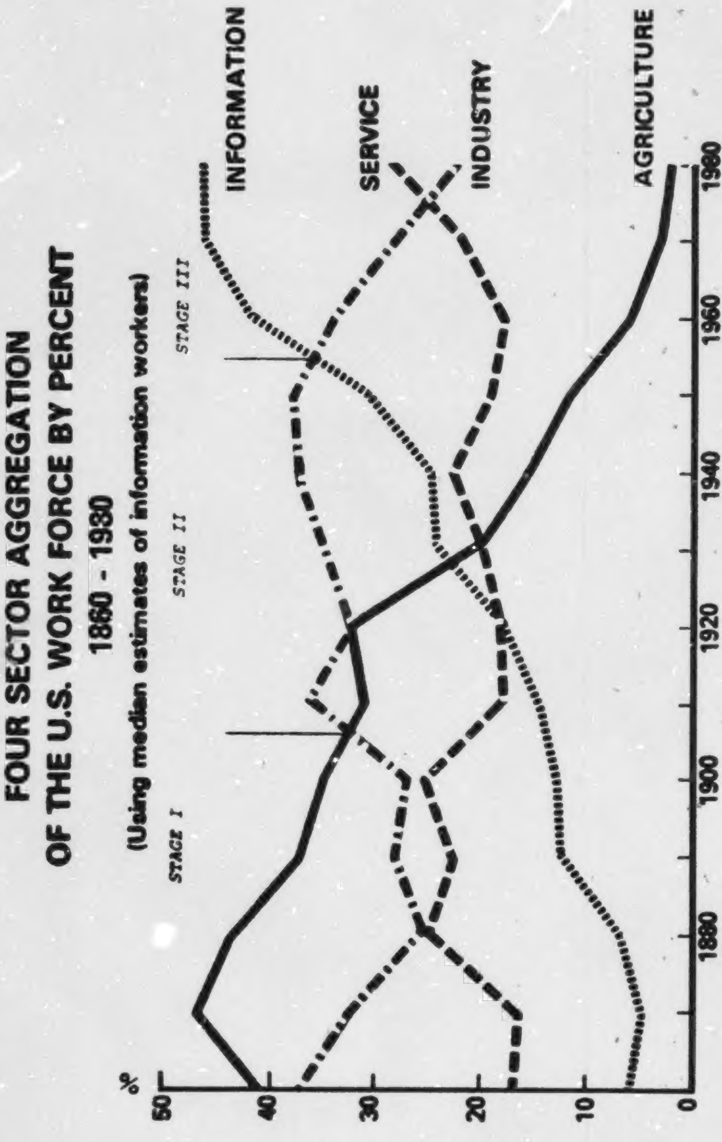

FIGURE II[36]

Everyone seems to be trying to solve "information" problems. Some of this is reflected in the reports which have emanated in the last few years, a few of which I have listed. These give evidence of a great deal of interest and a large amount of fragmentation in the consideration of policy.

Perhaps the conclusion that can be drawn from even a cursory analysis of these reports is that there is no lack of information policy in Australia—

just an overabundance of policies which are neither comprehensive nor co-ordinated.

CIVIL LIBERTIES

I have alluded above to the potential for tyranny in centralism and to the fine balance which must exist when there is a need for freedom of information and privacy of the individual. Censorship and the use of libraries for propaganda purposes must also be discussed.

These problems relate to the rights of citizens.

The Library Association indicated in its submission to the Committee of Inquiry into Public Libraries that it believed in the "inalienable right" of each Australian to access to information required "to develop as an individual and to play a full and effective role in society."(41) This is not, however, a legal right and may be characterized as a pious hope as is, for example, the right to employment.

The Association summarized some of the fundamental principles it believes are basic to safeguarding public rights which may otherwise be affected.

It asserted that any system which is established must:

(1) safeguard the political independence of library and information systems;
(2) maintain the privacy of material, and
(3) regard those governmental agencies which may design and operate network systems merely as the carriers of the information.

Not surprisingly it also recommended that "The Committee (of Inquiry into Public Libraries) should endorse a principle aimed to preserve the integrity of library and information services against censorship." A good deal of thought needs to go into framing this into a principle for information policy generally with the new technologies now in use.

Privacy

I am of the opinion that most of the privacy aspects will be dealt with by society which after all has a vested interest in not having government probe too closely into its swindles and personal pecadilloes. Furthermore, our Anglo-Saxon attitudes fit in with this; an Englishman's home is his castle. I think the reverse is true on the freedom of information questions which include censorship, particularly political censorship.

Freedom of information and censorship

Inherent in Australians is respect for authority. It is easier to be told what to do rather than to have to think for oneself — and much more comfortable for some featherbrained TV programme to appear to traverse the issues (and then to have any worries obliterated in the plethora of violence or emotion in the next programme) than to think.

Furthermore, it is true that even if highly technical information was made available to most of us there would be large segments of it which we could not understand. Unfortunately this lack of understanding is also characteristic of the political decision-makers, who must rely on their chosen experts and prejudices and predelictions. Authority beyond competence is in Pascal's definition, tyranny. Ways are being evolved to deal with this. Techniques such as Science Courts are apparently being developed in the United States.(42)

Developments of that nature must be based on different attitudes to public access to information than has been evident in the actions of our governments since Federation.

Librarians can readily accept the freedom of information concept, at least up to the point where it impinges on their own activity. It goes with "open government" and seems to some extent to be in conflict with our two-party adversary system and requires national consensus such as apparently exists in countries like Sweden. Whether it is suited for us or not, there is no question that the confidential stamp is used far too easily, particularly in Federal Departments.(43)

We have clear views on censorship too and there can be no question of retreating from our position of opposition to censorship. Our objection to censorship, and I would include in this both the withholding of information and/or bibliographical data about the sources of information,(44) becomes entirely relevant in a scene where the information bank involved is as rich and extensive nationally — and internationally — as the one we are considering.

Let us consider, for example, a situation where a data base maintained overseas is located in a country which is commercially or militarily in competition or opposition to Australia or a great power with whom we are identified. Is there not the possibility that information on, say industrial processes or market conditions will be withheld or at least that our interest in such sources might be kept under surveillance as an act of commercial intelligence gathering?

And what of war? Is this too dramatic a situation to envisage in a paper of this sort? Presumably it is a consideration that some of the bodies which would be involved in developing a national information policy and the consequent practices must take into account.

Can we achieve a policy that is acceptable to librarians, civil libertarians and those whose principal concern is national security? In this respect the importance of the needs of the government, industrial and business communities for information suggests that there are serious implications in having a great deal of our information handling technology developed overseas and based on services which are generated overseas. While the most serious implications of this are evident during wartime, there is no question that "there may be adverse economic consequences if a significant amount of a country's data is stored abroad." Furthermore, 'national sovereignty is affected where data" resides abroad . . . "and the absence of bilateral or multilateral agreements prevents proper maintenance of the data and its return upon demand by the Owner organization or government authority."(45)

It seems to be the height of hypocrisy to accept the types of surveillance which this allows, and simultaneously to hold back from the Australian people the sort of information which the freedom of information groups advocate should be made public.

Propaganda

Libraries have been used for propaganda purposes in totalitarian countries. Among the techniques used are the suppression of material and the substitution of other material favouring the rulers.

Dosa(46) records the decline of German university libraries under Nazi control, the exclusion of foreign material, and the sinister takeover that occurred initially using men of good intent.

She also documents how "parallel with the destruction of anti-Nazi cultural institutions, the National Socialist party founded new libraries, placing unit collections in every town and village. The supervisors, hardly any of them professional librarians, supplied readers' guidance that was equivalent to ideological indoctrination."(47)

Citizen control

There is, of course, no formal way to prevent totalitarianism. Legal remedies do not prevail and a serious consideration in the centralism that technology is enforcing now is the possibility for control it brings with it. Eternal vigilance is necessary.

It is a very serious problem and it will not go away. Ignoring it will not help.

It would appear that the greatest protection for the citizen is to have the control of this information system in the hands of the citizens rather than those of the bureaucrats no matter how reputable. The use to which information has been put by totalitarian regimes for propaganda purposes unfortunately makes it necessary to consider the implications of an information-based society in such terms.

WHAT IS TO BE DONE?

I have traversed some user problems above.

Users have:

(1) Lack of expectations and awareness of the job libraries can do in meeting their needs.(48) (49) (50) (51) (52)

(2) Variety of need resulting from personal characteristics (age, ethnic origins, education, handicap), activities (study, occupation, circumstances of work), location (in an institution or beyond the Black Stump), or because of time constraints (short deadlines, lack of time to delve):

On the other hand, the problems of libraries are that they

(1) Lack co-ordination and suffer from lack of clarity in their roles and therefore their objectives.

(2) Lack resources to exploit available technologies and materials.

(3) Fail to meet user needs through

  (a) lack of responsiveness and awareness of needs;

  (b) lack of awareness of their services by their potential users, corporate and individual.

(4) Need greater inter-professional contact.

(5) Have problems with freedom of information, censorship, and the danger of their potential being exploited for the wrong ends.

National Information Policy

Let me make it clear that I am certain that it is not possible to create a rigid national *plan* for "information" or even for libraries because of the changing environment, the varying needs of society, and of the immensely complicated and as yet hardly understood problems that have to be solved.

It is likely that the best that can be achieved will be the creation of mechanisms which will facilitate open consultations between the bodies involved in a way which will allow participation by concerned groups and individuals following fundamental principles and guidelines that are developed to help put those principles into effect.

It seems clear that a prime need is for government to begin to have one mind about its information policy, not twenty as shown by the lack of coherence evident in the multiplicity of reports cited. This may be done by allocating responsibility for the matter to an influential Minister.

Recommendation 1: Allocate the Information Portfolio to an influential ministry.

Statutory Body

Taken alone Recommendation 1 is a recipe for autocratic control of the information scene. Furthermore, because expertise is dispersed among the public and private community, unless the decisions which the ministry makes are based on good advice and made with some knowledge of anticipated effect, the result could be that the present confusion is worse confounded.

It is therefore necessary either to have an extraordinarily large office of information policy, members of which would rapidly lose touch with their original scene; to commission a large number of studies of particular problems and subsequently have these discussed by the groups involved, or to create an independent body to give advice. The last course is recommended.

Recommendation 2: Create an independent national information policy advisory body with powers conferred by statute.

It would appear that a National Information Policy could be developed through the creation of such a body created specifically to advise on the development of policy. The functions of such a body, *which must be established by statute,* should be:

In the area of information policy and planning—

(1) To consult with and advise government on the development of policies.

(2) To advise on the implications of relevant technological and other developments.

(3) To assist in establishing priorities for the development of policies and programmes to meet needs and remedy deficiencies.

(4) To provide a forum for public discussion of issues.

(5) To provide leadership for the public benefit.

(6) To plan the implementation of policy, including organizational change where necessary.

(7) To encourage and sponsor problem oriented research and development.

It is desirable that such a body should consult with Federal government departments and bodies generally and to some extent with officers of the State governments, including libraries. It should also consult with the professions, other agencies and libraries, commercial bodies and citizens' groups. It is suggested that one or more consultative committees should be established to advise the information policy council of official views and an advisory committee structure be established to allow liaison with the relevant public and private groups which are not part of the Federal government structure.

Principles of information policy

The ministry responsible for information policy and the proposed National Information Policy Council will both need to be guided by principles in developing policy in detail.

The following draft is put forward to help in the evolution of such principles.

Information policy should:

(a) encourage access to information and information systems by all segments of society to meet the basic needs of people to improve the quality of life and enable their responsibilities of citizenship to be met;

(b) safeguard privacy of individuals;
(c) encourage systems that foster the creation and dissemination of knowledge;
(d) maintain adequate control over the power information provides to government or other bodies;
(e) encourage efficient resource allocation;
(f) maintain a structure within which autonomous bodies can work co-operatively together to improve access to information;
(g) be made public.(53)

It is essential that library interests should influence the development of these principles because of their special expertise and so that they are satisfactory to them and will allow the evolution of policies and guidelines for planning that are compatible with the interests of library users.

Federal implications

It would appear that given the creation of an Information Policy Council it will be necessary for libraries to have a more highly developed method of national planning than is available at present. Existing planning mechanisms have evolved from bodies created to serve other purposes. They appear to be designed to fail. Look what happened to ALBIS.(54) (55)

AACOBS evolved from regular meetings of the Commonwealth Parliamentary Library (the de facto national library) and the State Libraries. It was created overtly as a manifestation of UNESCO's recommendation that national bibliographical centres should be established, and covertly by "states'-righters," many would think, quite reasonably, to ensure that the national library did not dominate Australian libraries' techniques in the way the U.S. libraries seemed to be dominated by the Library of Congress.

By 1966, and arising from the Tauber Report, Regional Book Resources Committees were established(56) and some of these have flourished. They are now regarded as "branches" of AACOBS following the COLIS Report to AACOBS. AACOBS has no funds, no staff and no constitution, and furthermore, was not constituted to have a planning role though it is now formulating policy to place before governments.(57)

The National Library was not created with the planning role either, nor does it have it now,(58) though from time to time it seems to arrogate it to itself, or have such greatness thrust upon it.(59)

A reaffirmation of the functions of the National Library as stated in the Act is needed and should be made. At the same time the apparent attempts by the Department of Administrative Services to interfere with the National Library should be stopped. The National Library has a number of important national duties to perform which are critical to national planning and these may need to be further defined in consultation with the library community. These should not, however, include national planning of libraries.

The role of other Federal agencies, such as CSIRO and the relevant Federal departments in the provision of libraries, library services and other public information services, also needs spelling out clearly.

At present, some aspects of the provision of library service, mainly those relating to State and local public libraries, are already co-ordinated within each State but there is no Federal planning body which is not surprising as the responsibility is that of each of the States.

If national planning for libraries within national information policy is to be done, and if the evolving policy is to be influenced, it may be necessary to set up a national body to do this.

Is there a need at the national level for a body instituted by statute, other than the National Library, to carry out the functions of co-ordinating and integrating library and related information services? It seems that there is. Its functions should be similar to those provided for the Public Library and Information Council(60) by, and must be correlated with those of the proposed Information Policy Council.

Recommendation 3: Create a national library planning body (Library and Information Council).

The creation of a policy oriented library planning organization at a high level and appropriate governmental and non-Federal agency advisory bodies will, it is intended

(1) Allow policy issues to be interrelated and discussed in a way that enables consideration of how actions in one area may have an affect on others to be discussed.
(2) Give the possibility of the most efficient use of manpower skills and resources generally.
(3) Ensure the possibility of high level consideration of problems.
(4) Provide input to the proposed Information Policy Council.

It is not essential that the Federal Government create such a body, though desirable. It is essential, however, that it be represented and be prepared to receive submissions from it. The body could be created by common action by the six States, and should the present initiatives which are attempting to have the Federal government create such a body fail this would seem to be the best strategy. Perhaps it would not be essential in the first stages of the creation of such a body for the Federal government to be involved at all for there is a lot of preliminary work to be done and most of the activity can be at the State level.

Draft guidelines for planning and co-operation among libraries at the national level.

The Library and Information Council should evolve and follow guidelines similar to the following:

(1) It is the responsibility of government on behalf of the community to ensure that every citizen has reasonable access to the information he or she requires and this may be achieved by direct provision of service by government supported agencies, including libraries, or by properly regulated private agencies.
(2) Where information is supplied by libraries the primary responsibility should be borne by the National, and State and local public libraries, but government should also encourage, by financial compensation or other means, participation by libraries associated with public or private organizations in the provision of information to the public.
(3) The provision of equality of service on a basis of reasonable need should be ensured by Commonwealth and State governments.
(4) The provision of public library service should be free of charge to all members of the community.
(5) The provision of library service cannot be achieved by any one type or unit of library service, but only by the co-operative efforts of all types of information agencies working towards a commonly accepted and planned system.
(6) The expansion and extension of individual library service should be

achieved through co-operation and/or contractual arrangements and the formation of library systems, networks and support centres based on practical considerations with each service retaining its autonomy within an agreed overall plan for the development of these services.

(7) The integration of such systems, networks and support centres developed within the State plans into a national network should be ensured through statutory bodies performing a library co-ordination and planning function.

(8) Priority should be given in the first instance to arrangements which realize the full potential of existing arrangements for resource sharing such as union catalogues, inter-library loan, etc.

(9) The elements of any programme of resource sharing are:
   (a) co-operative collection development,
   (b) bibliographic access to materials,
   (c) channels of communications,
   (d) timely delivery of materials or information,
   (e) compensation to lending libraries, and
   (f) education of participants in the concept and use of the programme.

(10) The participation of library staff and users in the planning, marketing, development and the extension of library services must be actively encouraged.

(11) The improvement of library service is dependent on:
   (a) clarification and development of the role of the various types of library,
   (b) creation of suitable administrative structures,
   (c) provision of funds to facilitate the performance of appropriate functions,
   (d) assessment of user needs,
   (e) provision of appropriate numbers of suitably qualified staff and for their continuing education.

(12) Public needs for library service will be served more effectively at present by the
   (a) continuing development of a strong and independent but at the same time responsive National Library,
   (b) creation of a statutory authority at the national level, including among its concerns the provision of public libraries as proposed in the *Report of the Committee of Inquiry into Public* Libraries,
   (c) development of a body or bodies to facilitate the planning of networks,
   (d) provision of public (state, regional and local) libraries to serve the public generally,
   (e) provision of appropriate library services in educational institutions where such provision is cost effective and necessary:
      (i) to meet essential needs of users in connection with their work within such institutions having regard to the availability of public library service,
      (ii) to supplement the provision of specialized services to the public through public libraries where this is appropriate and with appropriate compensation.
   (f) Acceptance of a responsibility by government departments, statutory bodies and semi-government authorities that the provision of resource materials and information services to the public

320

through appropriate channels from libraries developed by such government bodies to meet their own needs, performs a legitimate and essential function and is the right of the public. (It is noted that this will only be possible if performance of their responsibility to serve the public is taken into account in financing such libraries).

(g) Co-operation with special libraries developed by the private sector to serve their own needs to ensure their continuing acceptance of a responsibility to provide resource materials in the public domain and appropriate specialized services to serve public need through appropriate channels and with appropriate compensation,

(h) development of effective referral services to link users with public or private corporate or individual information sources,

(i) development of specialized collections and services not otherwise provided.

State implications

What of the States?

The Library Councils of each State, advised by their professional staff, have fairly generally stated responsibilities for certain policy aspects of the State reference library and to advise governments on the development of policies for local public libraries. Most have little authority over local public libraries.

In any case, until the recent Order in Council creating, in effect, a Department of Libraries in Tasmania(6) deriving its authority from the Minister for Education, no State Librarian had any formal opportunity to influence the planning of school, university or other libraries in a State except in those cases where departmental libraries were staffed from the State Library.

From another point of view it has been suggested that Regional Committees of AACOBS could have a library planning role, but unless there is a fundamental change in AACOBS itself it is unlikely that governments will take its advice or the advice of its Regional Committees.

The feasibility of creating a suitable policy and planning body for library services in each State to relate to the National Library and Information Council then needs exploring.

I set out with the view that the present State Library Councils which, speaking generally, have a planning responsibility for State and public libraries and control State Libraries, should be reconstituted, have their functions extended and have a much wider span of interests, but I have rejected this for a number of reasons I now set out:

(1) On principle *general* planning bodies should not normally operate some of the services they have planned. Planning and operation activities are both important and each is likely to suffer at some time if combined.

(2) The planning authority which is advising on the distribution of resources should not be seen to be a competitor for those resources.

(3) The present functions of State Library Councils are important enough to involve all the staff support they now have and to add further tasks would be counter-productive. They have a considerable job to do with their existing role and to expect them to undertake the policy and planning role could interfere unduly with that job and

result in the general policy and planning role being undertaken ineffectively also.

(4) There is also the question of their independence. Their position in relation to sections of their State's bureaucracy is not always satisfactory. It would be quite undesirable for Public Service Boards or Treasuries to exercise influences through the State Library Authority which they cannot do through the mechanism of a department which maintains library services, or through bodies like a college or university council which, technically at least, conduct a library.

(5) The State Library staff might also be considered to have an undue influence in decision making for other libraries as it is clear that Authority members who give their time voluntarily once a month for an hour or so cannot be capable of inspiring planning unless appropriate recommendations and material are fed to the Authority through the State Librarian, who must be dependent on his officers for the detailed preparation of such material.

(6) Finally, many librarians, most of them in the academic libraries, while anxious for the most part to see an improvement in the co-ordination of library service and with a good deal of good will towards the State Library, have expressed doubts about its involvement. There is sufficient feeling against the controlling influence of a State authority for it to be signficant.

(7) The image of State Library Councils is in most cases extremely poor in the eyes of the rest of the library community. Briefly they are unacceptable.

The expectations of the library and information community with respect to the planning role of the State Libraries are low, for with few exceptions it has been waiting too long for few initiatives. It will take too long to overcome this lack of initiative and to strengthen the State Libraries through additional funding and staff to enable them to perform their basic role adequately, and this must be done before they could undertake responsibilities.

We must therefore start again.

Recommendation 4: Create a Library Commission in each State with its own officers.

Now to go back to the problems and test our solutions.

(1) Lack of co-ordination.
Existing problems of co-ordination should be overcome by the structures to be created. Further definition of roles of individual institutions should be possible within this structure.

(2) Lack of resources.
Assigning ministerial responsibility for information should provide a channel for needs for funding and other resources to be made known.

(3) Lack of awareness by users and responsiveness by libraries. Clearer definition of roles should allow better marketing of services and education of library staffs, administrators, politicians and corporate and individual users.

(4) Problems of pervasiveness of information.
Inter-professional contacts are clearly established at the highest level and could be facilitated.

(5) Civil liberties questions.

Here I have my greatest doubts, but thinking realistically it is clear that there is at present the potential for control to be exercised and nothing that I have proposed takes away from the autonomy of the various parts of the library scene, rather it adds to their strength. This will be reinforced if information agencies work together in a programme to educate the public in the potential uses of the present and developing information networks, if we educate those who disperse funds on the advantages which flow from better reticulation of information, if we have the co-operation of the education agencies in teaching users how they may make better use of information and thus increase their expectations of libraries, and finally, if all information professionals understand their own work better.

Whatever system we adopt will be the system to which our rulers agree. But we should never ascribe to a system "what is due to people who operate it," that is why Machiavelli wrote about *The Prince* — when he wrote about politics. By that device he took politics out of the realm of mediaeval abstractions and returned it to its proper place —the actions of men. It is therefore critical, as those who will operate the system, that we make sure we know what it is we are trying to do.

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Library Services to the Locationally Disadvantaged

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Queenstown is best known for its bare hills — (product of an environmentally unconscious copper smelter) — its high rainfall (around 100 inches) which keeps the bare hills bare and at the moment, its struggling copper industry, the Mount Lyell Company, which is the only reason for its existence.

Queenstown could possibly lay claim to being the most isolated town in the most isolated state which could perhaps mean it is the most isolated town in Australia. Tasmanians at least tend to think so. When we said we were going to live in Queenstown nearly four years ago a friend remarked — "Why don't you just jump under a truck!"

In its early mining days Queenstown was quite isolated. There were no roads in and supplies came by ship or by rail — a lot came direct from Melbourne. This influence can still be seen today in two important respects — people there tend to like Melbourne beer and follow Melbourne football.

Today Queenstown is relatively locationally disadvantaged but then again it is only 2½ hours to Burnie or 3½ hours to Hobart by road and less than an hour by plane so those of the audience from Western Australia or Queensland could be forgiven for thinking that Tasmanians have small minds — at least when they think of isolation.

My point is that isolation is a psychological problem as much as a question of distance alone. A woman stuck in an outer suburb of any capital city could be more isolated than many country people whose nearest neighbour may be fifty miles away.

I was asked to say some things about locational disadvantage from the viewpoint of a library user. I have a few small points to make then Maureen will give a short talk about another important aspect — that is External Studies and the isolated student. The best thing we can do though is to be brief and turn this into an open discussion.

As a library user in Queenstown really I have very few complaints. Perhaps our State-wide service is that good. Besides general borrowing and library use as a part of teaching I was also using the ALBIS computer system for a time and had good returns on photo-copy requests from that service. I have had some fairly specialised inter-library loans and they have always come eventually so, as I say — no complaints.

Actually the local librarian probably would have a complaint about me if I really nudged her on the topic. We tend to order a lot of different things for Adult Education work. Our films and books and records usually arrive in good time — sometimes the very next day — but unfortunately our returns are not always so swift. Say with films — we may wan[illegible]ttery films for Savage River — we get them and send them on up. Th[illegible]ay take 5 - 6 days from Hobart dispatch to arrival at Savage River. [illegible] this time the tutor will have had one of the weekly classes and will wait till the next week's class comes round, show the films then (hopefully!) remember to return them straight away. It all takes twice as long as the Hobart library thinks it should. Sometimes they ring up to find out if we still exist. Usually they are lenient — sometimes red pen appears on the next booking slip.

This story characterises a general point about working outside the mainstream — there is usually a much higher level of administrative frustration. Communications and transport takes longer. Central administrators sometimes have the most fleeting acquaintance with the local operation and may consider its problems something of a nuisance. Too much time generally is taken up with trivial chores.

Joan Anderson, the Queenstown librarian, finds this as well. She has to deal with small part-time branch libraries and has no phone contact with them. Luckily she is the tolerant type and manages these small hassles pretty well.

In Tasmania library service to everybody is seen as a right in every centre and the so-called isolated Queenstown is becoming a district library for smaller libraries such as Strahan or Zeehan as part of the state network. This must be a welcome development from the time not so long ago when libraries were one of the hallmarks of centres of civilisation (Do University librarians still hold this attitude?) Libraries now, at least in Tasmania, play a role in taking "civilisation" to more remote areas. As I said people in these areas have just as much right to a library service for recreation and information as anyone else. It is often expressed in our West Coast mining towns that we are the ones who produce wealth and yet we are often the last to see returns in the form of public services.

Are there some characteristics of isolated Communities which may have relevance to the way their libraries operate? I can suggest a few characteristics and you may think of others.

1. Many isolated towns are quite new and purpose built. The recent uranium developments show that this building is still going on. Are libraries always in there at the planning stage?

This raises questions about rational use of resources. Perhaps such new towns are ideal for combining school and public libraries. Queenstown has just tried this in its new Robert Sticht public library which is combined with the new West Coast Community College. This resource-sharing however rational sounding does not necessarily mean everything will be "apples." Actually the Queenstown experiment works quite well but it is interesting that the sorts of problems encountered are exactly the ones suggested by Ketley in his May 77 A.L.J. article entitled "If a Community Library is going to work."

2. Another aspect of isolated communities is that they tend to have marked skews of population distribution. Thus for instance Queenstown is an eighty year old town and has a high proportion of retired people. Rosebery has a concentration of young families and virtually no old people. Other towns have mostly single men — often migrants. The library implications for book selection are pretty obvious.

3. One other factor which is easily forgotten is that these towns usually work shiftwork and libraries will have to serve day workers at night and also open for the nightshift during the day.

4. Amongst the people themselves there is often an attitude of trying

to make the best of a situation. Just the fact of people moving there shows that they have some initiative and the towns can turn out to be lively places with many keen readers and active clubs and organisations.

Libraries, when they are established in the communities I am thinking of, can be highly important resource centres in areas which probably lack many other resources. Some things which spring to mind from my own experience are the preparation of listings of clubs and societies contacts for newcomers, to mount displays of local interest, e.g. Even mining displays in a mining town — (it seems to me to be a much misunderstood fact of community development that communities need reflections of their own lifestyles to grow from).

Other ways in which libraries can act as resource centres are to begin museum or archive collections of local materials, to have access to films, to be a drop-in place for kids, to draw attention to relevant Government publications, to stimulate book discussion groups and to liaise with such bodies as Arts Councils, Craft Associations, Adult Education Bodies and External Studies Colleges.

External Studies is a much under-rated education form in Australia. We have recently finished a study of courses available in Australia and have listed over 1500 separate courses available at all levels from basic English to Post graduate work and from Football Coaching to Medical Technology. We will be publishing this catalogue in a few weeks under the title "Sources of Courses." Maureen will speak in a moment about her personal experience of this form of education but the message to librarians should be the special responsibility they have in serving the needs of isolated students.

So much of our work, whether in libraries, adult education, hardrock mining or bulldozer driving cannot be reduced to set formulae. So much of it depends on the people involved — the extent that they can co-operate, the ability to offer sensitive assistance, the tolerance of frustration and open-ness to new ways of doing things. These qualities are so indefinable but must be the most important of all.

This is especially true of library service in locationally disadvantaged areas. Librarians are thrown back on their own self reliance but there are great opportunities to do many different things in communities which will value and respect the service you provide.

S.A.E.R.I.S.

A South Australian approach to computerised cataloguing and information retrieval

A PAPER

Jointly prepared by
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Computer Systems Officer, South Australian Education Department.

I am a Computer Systems Officer with the South Australian Education Department's Automatic Data Processing (ADP) section. The ADP section is responsible to the Director, Administration and Finance for the investigation and implementation of administrative computer applications within the Department. I have been working on this project with the School Libraries Branch since September, 1974. In July, 1975, my report on the provision of ADP assistance for the School Libraries Branch was released, but due to references concerning 'domestic' matters, the report was not made available for general distribution.

Anne Hazell, a Senior Librarian in the School Libraries Branch, is the Co-ordinator of both the Book Services and Cataloguing sections. Anne has worked in liaison with me on a part-time basis, supplying the necessary library expertise for the project, until the recent appointment of a full-time Senior Librarian, Anne Harris, to the SAERIS project.

SAERIS — LONG TERM GOALS

The long term goal of the SAERIS (South Australian Education Resources System) project is to provide an on-line cataloguing and retrieval system for both book and non-book materials, through the use of computers and microfilms. As a result of Stage I, departmental schools throughout South Australia will initially have access to cataloguing and other information contained in an existing central card catalogue of over 60 000 titles. The Wattle Park Teachers' Resource Centre has over 30 000 book and non-book items which are also to be incorporated in the development of Stage I.

REDIRECTION OF EFFORT

There is considerable duplication of professional and clerical effort in providing cataloguing services to all schools in South Australia.

While a Schools Commission report in 1974, suggested that approximately 14% of a school librarian's time was taken up in cataloguing, in my 1975 report, I was a little more conservative and have based my original estimates on 10%. If the SAERIS project was only able to save 50% of my estimate of a school librarian's time spent on cataloguing, together with percentage savings of other professional and clerical effort which could be directly linked with providing cataloguing services — a minimum saving of over $400 000 of salary effort could be achieved. Since 1975, following many presentations to school librarians about the project, now that they understand what SAERIS is all about I feel a more realistic figure would be that many librarians are spending at least 20% of their time cataloguing.

This saving is not a cash saving. Cataloguing is an integral part of a school librarian's duties, but there are many other tasks in the library which should receive just as much if not more attention than cataloguing. Therefore any relief that can be provided, initially in the cataloguing area, will enable the librarians to more adequately fulfil all the duties for which they have been employed.

INITIAL BENEFITS

The iniital benefit for schools resulting from the project, are expected to be as follows: —

- improved library administration.
- an increase in the standard of catalogues.
- librarians will be able to spend more time with the students.
- librarians will be able to play a more active part in curriculum support.
- librarians will be able to become more involved in community activities.
- where no library staff exists — much needed assistance can be provided.

SIZE OF THE PROBLEM

The projec [illegible] no time expects to be able to cater for all book and non-book materials which could be found in schools. Firstly in the book area, a large number of libraries have been in operation for many years. The School Libraries central catalogue only goes back eight years. Secondly, in the non-book area, only commercially available material or software produced by the Department's Education Technology Centre will be considered for adding to the data base.

Some idea of the total problem can be gauged from the following statistics supplied by schools for 1976.

TOTAL NUMBER OF MATERIALS HELD DECEMBER, 1976

BOOKS	*PERIODICAL TITLES*	*NEWSPAPER TITLES*	*A/V MATERIALS*	*OTHER LIBRARY MATERIALS*
3 000 000	10 400	600	855 000	52 800

AMOUNT SPENT 1976 (EXCLUDING FEDERAL GRANTS)

BOOKS	*PERIODICALS*	*NEWSPAPERS*	*A/V*	*OTHER MATERIAL*	*TOTAL*
$702 500	$61 000	$10 200	$263 700	$80 500	$1 117 900

CENTRAL CATALOGUING

Statistically the School Libraries Branch currently processes approximately 3 000 books per month — 2 000 duplicates and 1 000 new titles. Of the new titles 250 are given to the Branch by publishers for *Review*, 700 come from schools already benefiting from central cataloguing and 50 are bought for use in the Branch library. (The schools on central cataloguing are new or needy schools to whom the Branch offers cataloguing assistance—approximately 60). A full-time staff of ten is employed in the cataloguing section. In addition to this work the Branch has also helped libraries with recataloguing by providing sets of catalogue cards to schools sending in their shelf-lists (or parts thereof). During Term I, 1976, 92 of these lists were received ranging from 50 to 10 000 titles. Analysis of a sample task to process 2 900 titles (of which only 1 600 were found in the School Libraries Branch catalogue) took 103 hours of cataloguers' and collators' time. Very labour intensive indeed.

Advisory teacher-librarians also spend a large amount of their time in schools cataloguing both individually and in teams. All of this work, together with the 10% of each practising teacher-librarian's time spent in cataloguing leads to a large proportion of cataloguing effort.

The School Libraries Branch shares an international belief that the vast amount of time duplicated in cataloguing identical titles is expensive and counter productive. The Schools Commission funded an investigation into the possibility of a centralised cataloguing scheme for Australian school libraries in 1974 which recommended the use of computerised cataloguing. An extension to that study was completed early this year and as yet the Commission has not announced any decisions.

The Library of Congress showed its awareness of the problem by the introduction in 1968 of a system known as MARC (MAchine Readable Cataloguing). Now bibliographic data is being exchanged between the British National Library, Canadian National Library, Library of Congress, and the Australian National Library. The Australian National Library in turn is making this information available to libraries throughout Australia through the Australian MARC Record Service (AMRS).

A MARC record is so constructed as to allow bibliographical information to be broken up by means of tags and indicators to enable a computer to manipulate the information.

e.g.: tag 300, always relates to collation information while subfield codes a, b, c are used to separate pagination, illustration statement and size of material respectively thus — 300 $*a*146p. $bill $c 19 x 23 cm.

Early in 1976, Anne Hazell and I visited the National Library and the Canberra Public Library Service to resolve the decision on whether or not we should use the AUSMARC service and also use the MARC method of cataloguing in the central cataloguing section of the School Libraries Branch. It was an obvious choice after our visit that we should opt for the AUSMARC service to assist with copy cataloguing and that all our original cataloguing would be done to MARC specifications.

In May, 1976, we commenced adding ISBN numbers to our catalogue cards, and also began sending weekly MARC requests to Canberra through the generous assistance of the Flinders University who, upon the return of the successful hits, provided us with work sheets for each title. While the hit rate for submitted material was as high as 80%, it must be pointed out that only about one third of the material handled by the Branch, qualified for being sent to Canberra in the first place. We found difficulty in obtaining results for recent Australiana and British works, and it was of no use sending requests for material published in the United States before 1968, United Kingdom before 1971 and Australia before 1974. However, as time progresses and the data basic increases, we expect to be able to increase the range of our submissions.

The adoption of the MARC method of cataloguing for the SAERIS project will ensure that the School Libraries Branch will be able to become part of a national school libraries shared cataloguing project and/or the

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National Library's proposed BIBDATA scheme which will if implemented, provide an on-line with union cataloguing network by the early 1980's.

SAERIS PROJECT

The Supervisor School Libraries, Mr. Jim Dwyer has been making requests for computer assistance since 1967 and it is only now that the project is beginning to take shape.

On commencing my studies, it became apparent that a number of problems existed in the manual system as well as a need to upgrade staff morale, before I would be able to make any headway on the computer study.

- A reorganisation of the work flow for the books to be reviewed and catalogued was necessary.
- The ink Roneo machine and stencils were discarded and a XEROX 1 000 duplicator was installed for the duplication of catalogue cards, as an interim measure until the computer system was installed.
- A proper tea room was provided.
- The Branch has been repainted.

IMPLEMENTATION

STAGE 1 (Regarded basically as a batch system)

The steps include:—

— Catalogue processing, including the creating and maintaining of a master catalogue file, incorporating the use where applicable of cataloguing information supplied by the National Library through the Australian MARC Record Service (AMRS). Retrospective conversion of the Branch's 54 000 titles was begun in April '76, by eight half-time release scholars for 1976 being attached to the Branch. The conversion is continuing this year through the efforts of eight half-time release scholars for 1977:

— The establishment and maintenance of authority files currently standing at 6 000 subject authorities, 1 500 series and 1 500 publisher.

— Production of catalogues in various forms — computer print-out, type set books or microfiche. During 1978, the master catalogue of over 60 000 titles will be established in machine readable form. It is anticipated that it could take up to nine months to key in this information. The first catalogue to be supplied to schools will be a microfiche catalogue in main entry form. The initial catalogue if produced at 42X will probably fill 20 pieces of fiche. This will be issued to all schools at the beginning of each year, with a monthly, cumulating fiche supplement planned to update the master set e.g. in February a school may receive the entire catalogue, in March — one piece of fiche listing 1 000 new titles, in April — one piece of fiche listing 2 000 titles (March to be thrown away) etc., until the entire catalogue is reissued at the beginning of the next year. During the file establishment stage, it is planned to issue the first sets of microfiche as soon as approximately 20 000 of the most recent titles have been entered to the master file. Hopefuly this will occur around the end of first term 1978, but this all depends on the actual delivery date of the computing equipment.

In order to read the microfiche, every state school will be issued with a table top microfiche reader (MINICAT-TN) fitted with both a 24X and a 48X lens to allow the readers to be used for both micropublished works produced at 24X as well as computer output microfiche (COM).

The cataloguing information shown on the fiche will be in catalogue card form so that a teacher-librarian can either

1. Copy the information straight from the fiche

OR

2. Request sets of catalogue cards, loan card label and spine label from the School Libraries Branch by quoting the URN (Unique Record Number) which will appear on each fiche entry.

It is hoped to increase the size of the Branch master catalogue by choosing several schools which purchase large numbers of books and using the School Libraries Branch staff to catalogue these new books according to MARC format.

STAGE 2 Provide on-line enquiry facilities.

While shown as a separate stage, this would depend entirely on the results of the tender submissions, for some of the proposals could enable the project to commence in an on-line environment from the beginning of Stage I, with either a complete stand-alone dedicated configuration, or one which could do the majority of the local work required, but pass the remainder to the State Government computing centre for the larger tasks.

REMAINING STAGES 3 - 5

The remaining stages were established in order to give ample notice to Departmental management of the fact that once the data base was established, there could be many other beneficial applications to follow, for relatively low implementation costs.

Stage 3 — Introduction of bar-coding or optical character recognition techniques for stock control in the library.

Stage 4 — Pilot project for circulation control within the School Libraries Branch.

Stage 5 — Assist with acquisitioning of books.
— Assist with production of the Branch's quarterly magazine 'Review.'
— Provision of catalogues to individual libraries.

COMPUTING EQUIPMENT

Not a great deal can be said at this stage regarding the computer equipment, as tenders are still to be evaluated. Responses to the tenders range from pure data collection equipment with all processing being required to be carried out on the State Government, Control Data Corporation Cyber equipment, to powerful stand-alone mini-computers offering data-based management systems.. The biggest problem facing all the tenders is in relation to whether or not it is possible to provide the extended ALA (American Library Association) character set on data collection terminals, and also being able to print the characters. The standard 96 character upper and lower case set poses little problem, but to go that extra step further for any or all of the extended characters is a different problem.

STAFF TRAINING

Staff training is a large undertaking.

- It has been necessary to train the cataloguing staff at the School Libraries Branch to perform original cataloguing to MARC specifications.
- A large public relations exercise has taken place over the last 18 months, requiring many visits to schools throughout the State, to give introductory talks on the SAERIS project to groups of librarians, in order that they be kept up-to-date with the progress of the project.
- Currently a massive distribution and training program is being planned for the issue of the microfiche readers during first term. At least 40 one day seminars will be held throughout the State.

As a result of the involvement of the School Libraries Branch with computer automation, together with the interest shown in automation by other government departments, four A.D.P. appreciation courses for librarians are currently being run, catering for 80 government librarians.

CONCLUSION

The prime objective of the SAERIS project is to release teacher-librarian from as much of the time-consuming task of cataloguing as possible. I am satisfied that the objectives can be achieved by utilising more fully the staff and bibliographic resources of the Branch's central cataloguing section.

Because of the interest in library automation activities of this Department, Department of Further Education and the State Library, the State Public Service Board has set up a Library Automation Steering Committee to examine and co-ordinate where possible the requirements of the three departments.

This Committee approved of SAERIS Stage 1 to proceed, in order that it could be used as a developmental exercise for all three departments.

The Education of Librarians for a modern Society:

a South African viewpoint

S. I. MALAN
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In the aftermath of the initial information turmoil of the post-World War II period library education has come to grips with itself in an effort to keep abreast of current developments, and in an effort to supply according to needs and requirements.[1] In this struggle old and established concepts are taking a long time to die while new and developing ones are continually being added. And in this process the dead wood is not necessarily making place for the new often with resultant overloaded curricula.[2]

The reason for this tangle is to be sought in the preservational and conservative nature of librarians, the lack of research[3] especially into the reading requirements of society, and the tardiness of librarians to react to societal changes. In the first two decades following World War II not librarians, but scientists and technologists met the challenge created by the knowledge and information deluge.[4] Fortunately librarians in terms of the slowness and sureness of the proverbial pace of the ox, later met the challenge with such deliberation that today there exists an almost total involvement.

The influence of these changes on library education has however in many cases been profound. New curricula have been suggested, developed and applied and new methods have been created to meet the challenges of society in its quest for information and education.

In many institutions library education has become almost a new creation differing in many respects from its predecessors. In some cases, however, the renewal is to be found mostly in the terminology serving as a guise to purportedly new curricula, and in others both internal and external appearances have become antiquated. On the whole, however, the search for the ideal in the education of librarians continues in each country according to its relative circumstances, requirements, and demands.[5]

Library education as a much debated topic has no end. Consequently only a few basic concepts can be highlighted. In this connection the term *science* and its derivatives will be used in the Germanic sense incorporating all natural, (pure and applied), human and social sciences and the word *library* only, instead of library and information and all derived terms, will be used not for reasons of conciseness but for the belief in the unity of library and information science. Furthermore, I shall unfortunately be obliged to deal with the basic professional level of education only.

So let us turn to a consideration of some of the fundamental issues upon which a theory and philosophy of the education of librarians may be developed. It shall also be shown that it is not impossible to incorporate most of these elements into a system of education.

Needs for a scientific base

While during the nineteen fifties and sixties information technology preoccupied much of the developments and innovations in library education, the seventies have seen the beginnings of an earnest search for greater depth and meaning in the basic subject fields constituting the terrain of the librarian. While the training and education of librarians continues mostly on traditional lines, a search for fundamentals has come to the fore. This is happening since in the many instances where a sound scientific knowledge base is accepted as essential to the understanding of the *why* of library work, such a scientific knowledge base is being sought in order to supersede the hitherto pragmatic approach to the education of librarians.

In the education of librarians we are concerned with a profession which implies a practice. In turn the motivations underlying professional practice request understanding for the improvement of practice. In this ideal pragmatism has made a valuable contribution but has retained its limits. While library education has on the whole remained a product of practice the development of library subjects as academic disciplines and sciences in their own right has not only been slow but almost negligible.

In our profession the time has come for a new approach in which practice should be the end result rather than the innovator. In the theoretical and philosophical development of library subjects rests the ultimate enrichment of practice. There is nothing new in this development since all professions have gone through this same cycle. The theological and legal professions are illuminating examples where practice preceded theoretical and philosophical foundation and where the latter developments led to an enrichment of practice.

This does not imply that all development should ultimately be contributed by theory and philosophy only. A balanced interaction should be allowed to lead to mutual enrichment.

A scrutiny of the contributions of those librarians who are looking for such fundamentals, theories and philosophies[6] reveals a delving into three main aspects, namely the phenomenon of the book, information and the reading society.

The Phenomenon of the Book

The book — used here in its widest possible concept to include all forms of and methods for conveying interpreted information often referred to as the record — is still and will ever be the fundamental element upon which the librarian will base his services. Consequently a sound knowledge of the book as a physical object and as a work of art, but chiefly as a bearer of culture, knowledge and information, and as a factor in the establishment of libraries becomes important.

Hitherto a study of the book has been confined largely to *bibliography* and its historical, descriptive (or analytical) and systematic divisions. This implied a study of the book in its physical form. In other words we were confined through bibliography to a description of the book rather than an interpretation of the book as a phenomenon. A study of this subject has brought us very little nearer an understanding of the phenomenon of the book as a socio-cultural product and its relevance to the terrain of the librarian. What is required is a study of the science of the book for which there exists a long established word namely *Bibliology*.

In a bibliological study history should superimpose its relevance upon modern problems created by the explosion of publications. Consequently a study of the following topics in this subject field would be relevant:

- the interrelationships with and dependence upon the record of western cultural progress and its periodisation;
- the theory and history of science;
- the history, production and distribution of the book and its institutionalisation in the library;
- the development of concrete communication symbolism (writing; alphabets; numerical, mathematical and diacritical symbols; musical notation; graphic representations; electronic registration, etc.) and the materials used for the registration of such symbols (clay, parchment, papyrus, magnetic and video tape, wire, electronic data, computers, etc.);
- the problems created by the publication explosion and solutions to those sought *inter alia* in bibliometrics;
- the study of epistomology and scientific method as related to libraries and the book.

All these topics should provide perspective for and correlation with the informational and educational needs of modern society in respect of the collection, preservation, retrieval, and utilization of the information as contained in the book. In this way the history, development and science of the book will be drawn into present-day library problems by serving as a link between the problems of the book on the one hand and those of its contents and user on the other.

Information Science and Technology

But the book is above all a carrier of information and as the librarian's task is basically one of communicating the contents of books,7) a study of such contents must form a second base in the education of librarians.

Information technology has developed into an extremely fine and sophisticated practice. In this respect librarians have much to thank scientists, engineers and other technologists for their tremendous contribution. And still the pursuit for better and more effective systems continues.

Commendable as this may be there remains a vast gap in our knowledge of the properties and behaviour of the information phenomenon, in our understanding of "the forces governing the flow of information, and the means of processing information for optimum accessibility and usability."8)

It is in the information field more than in any other with which the librarian is concerned that the *how* and the *what* of systems and operations are most readily distinguished and easiest to impart. No system of professional education will of course be complete and related to practice if the technology of information is not emphasised and properly dealt with. The overindulgence in these aspects of the information phenomenon has, however, brought us very little nearer its understanding and has assisted only slightly in providing a proper scientific base for the total library field.9) In this respect we have basically provided training and teaching and very little education.

Since the purpose of libraries and of librarianship is communication it is essential that we acquire a proper knowledge and understanding of the properties and behaviour of the information commodity which we use in our communication efforts and not only of the methods employed for its storage, retrieval and use.

Consequently professional education to fulfil its purpose must teach the appreciation and understanding of the concepts of and reasons behind processes, systems and methods.

We have come to the stage where the information field is designated a science and rightly so if the total information field is surveyed. Be it, however, understood that too little has been and is still being done towards the understanding of this phenomenon. To this the continued debate whether indeed information science constitutes a science and the absence of intensive and widespread research in this aspect bears witness.

A last question with regard to the information problem remains to be mentioned briefly. It concerns the search for the final aim of the librarian and the resultant dichotomy or unity of his profession.

Many expositions of the final aim of the librarian exist. When these are reduced to their fundamentals the answer probably lies in education or information or in both. It would, however, seem that our pursuit of a clearer understanding of the information phenomenon will bring us nearer a solution to this problem for in this alone can be located the dichotomy or unity of our profession. While for many of us there is no doubt as to its unity, for those involved in information work outside the library field the dichotomy remains as even for many inside the library profession.

Society as the user of books and information

But the study and development of bibliology and of information science remain only two of the cornerstones of the librarian's task. The third basis referred to earlier concerns the reading society. Librarians are deeply involved with society catering in a special way for its educational and informational requirements. Consequently a study and assessment of the composition, structures, policies, requirements, demands, and trends of modern society is essential for a determination of the type and level of library education required for any particular community or country, and for a clearer knowledge of the individual as a reader and a user of information. This becomes especially demanding in a country with distinct, varying and extremely dissimilar social stratifications, cultural spheres and language barriers. Here the challenges are great and the answers few.

A study of society by librarians should endeavour to lead to a proper understanding of the particular society's educational and informational needs. This in turn must lead to an appreciation of that particular society's social requirements on the one hand and its scholarly pursuits on the other.[10]

In order to fully appreciate the social and scholarly ideas of libraries as social service agencies a sense of social awareness, understanding and concern must be developed in the prospective librarian. This can largely be achieved by a study of the library as a type of human service organisation and its place in society. Much has been written about the library as a social institution but little has been done to explain its particular role as differentiated from that of schools, churches, museums, archives, zoos, and many similar institutions. It is in this respect that social organisational typologies of sociologists such as Amitai Etzioni, P. Blau, J. A. Litterer, Y. Hasenfeld, and others[11] are important. Applying what they can offer to librarianship must ultimately lead to a better understanding of the library as a human service organization and the professional system's ideals, demands, and services. This is important in order to understand the social aim of libraries which should be devoted to the improvement of the individual and through the individual to the development of social, educational, economic and political systems in a democratic society.

Although a study of society in a curriculum for library education belongs to the professional aspects of the curriculum, it has been dealt with here as there should be no doubt that a study of society as envisaged above must inevitably include the individual and in library terms this means the reader and user of information. Early studies on reader requirements and demands had much in common with present-day readership courses devised to improve reading speed and understanding. Well known studies by such eminent researchers as Douglas Waples and others nevertheless sparked interest in the reader as a user of books but sadly lacked the essential stimulus by which a breakthrough to the essence of readership studies could be achieved. Lesser known but nevertheless most important studies in this direction were undertaken in Germany through which developed a new field of study and research referred to as Leserkunde, i.e. the science of the reader.[12] The renewed interest in the reader in many other countries since the beginning of the seventies should, however, not be ignored. For lack of a better name to designate this developing science we shall call it Readership which is the study of the reader of books and the user of information in all their sociological, psychological and cultural relationships to the book and information.[12a]

The librarian's profession

In addition to the three basic subject fields of the librarian, professional library service orientation must be realised through a study of the broader aspects and applications of his chosen profession. Library science as a subject must incorporate all concepts and aspects of the library profession such as library managerial theories, techniques, and practice, professional organisation, deontology, the library as a social service organisation (as envisaged earlier), the unity and diversity of his profession, networking and co-operative efforts, accommodation, and all other relevant library managerial and professional topics.

Cognisance must also be taken of society's views of the professional librarian. For an understanding of this problem a study of what it means to be a professional and what processes are involved in professionalisation must be included in the educational programme without distorting its relevance and importance. This can effectively be achieved if properly related to the concepts of the library as a human service organisation where such factors as service mode, obligations of worker, institution and profession, service determinants, service orientation, and motivation are brought into focus with the librarian's profession.

A study of the book, information and the reader can easily become an academic exercise *per se*. But professional education requires application and an understanding of practice. In order to achieve this a proper balance between theory and application must be maintained in the three above subjects which can be achieved by joining these applications into a meaningful professional whole which might be termed *Librarianship* or *Library Science*. If the latter name is used it need not imply that library science is indeed a science for there is good reason to believe that it is not one. Whatever the case may be there is room to link in this subject field all aspects dealing with the operation of libraries as social service organisations and with the profession as a whole.

Necessity for Research

The relative youth of library science subjects makes research into these fields both as disciplines and as applications imperative if they are to hold their own against established subject fields both in the academic world and in society. Many academic institutions in the English speaking world have accepted library and information science as academic fields of study, but I think that the University of South Africa is the only institution to accept as such bibliology and readership apart from the Library and information sciences. Only by continued research will it be possible to say to what extent the three basic subject fields of the librarian constitute sciences in their own right. What is evident is that each of these fields evolve around a central object or phenomenon[13] each of which is of cardinal interest and importance to the librarian.

Beyond this remains much to be researched in the umbrella professional subject field of Librarianship with regard to both theory and practice.

Since research and education go together it is obvious that institutions educating librarians have an obligation towards its own educational programmes and towards the profession to provide facilities for such research to be undertaken by staff students and other investigators.[14]

Extra-professional subjects

It has always been contended that the librarians' education must be founded upon a wide or liberal formative education. While nobody will ever dispute the formative value of any education, the question remains in what way this should be brought about.

While the study of almost any subject on the tertiary educational level today has a vocational ideal the consequence mainly on the first degree level is the impartation of content rather than concept. It remains debatable whether subjects taught in this way have formulative values of the type required by the librarian. For this reason it has become clear that all auxiliary subjects useful in the education of librarians must needs supplement their basic subject fields in order to equip candidates with a fundamental store of knowledge, an insight into and concept of the world of knowledge and a key to competence for practising their future profession.

Such auxiliary subjects may either be incorporated in the three basic subject fields mentioned earlier or may be offered on an extra-curricular basis provided they augment these basic subject fields or are functionally relevant to them.

All extra-professional subjects studied, be they basic or auxiliary, must directly or indirectly contribute towards the development of a scientific or scholarly approach to all problems. This implies that the professional librarian must acquire a critical, analytical, systematic, and objective attitude to all theoretical and practical situations out of which new syntheses may be born and upon which conclusions and actions may be based. A knowledge and study of epistemology, scientific method and the theory of science are indispensable for the achievement of this ideal and should be studied extra-curricularly if not included in the bibliology syllabus where they rightly belong.

Extra-professional or auxiliary subjects augment the librarian's understanding of his own subject fields, assist in his development as librarian, lead to a better understanding of the librarian's functions and do not offer an alternative or escape profession. There is enough substance in the basic library subjects to provide librarians with a wide formative education not to involve him with other fields of study. It must be accepted that the librarian is a generalist and universalist in all subject fields and a specialist in his own not in another field of knowledge. If this is granted then it remains to educate the librarian in such a way through his own subject knowledge that he will be able to serve his clientele in any generalised or specialised field. A subject reference librarian[15] (Afrikaans : vakreferent) is first and foremost a librarian and by experience and mostly by informal study familiar with the subject field in which he may later render service. Subject factual knowledge generally attained through formal study, universally accepted as a prerequisite to certification has very little value for the prospective librarian who may never find himself working as a librarian in that particular subject field.

The ideal remains a fully integrated and exclusively professional education augmented only by such outside subjects as may be required to avoid duplication and to support the basic professional field.

From what I advocate it must be evident that I am referring in the first instance to the first degree level which can hardly be given justice in less than four years full-time study at an institution for tertiary education. If this is granted the question remains whether a graduate's one year post-graduate training in library science can any longer be equivalent to the four year first degree in library science. Even if this post-graduate study is extended to two years, it would seem that equation remains difficult on account of the irrelevance to the librarian's task of too much that has been included in the general degree, and the resultant lesser professional content of the curriculum.

Standards for the Education of Librarians

In order to safeguard the student against inferior, and the profession against profession-divorced education and in order to guarantee quality controlled programmes providing simultaneously for diversified requirements and basic needs on various levels, and complete national coverage in joint effort, the organised profession must provide a system for the assessment of programmes, staff, and facilities against a carefully compiled set of standards for the education of librarians.

Educational standards for librarians must provide general educational principles for the profession as a whole and particular standards for different levels of education. The general principles would cover the aim of standards, the responsibilities of the profession and of the educational institution, the initiative for the assessment of educational programmes and facilities, the forms of education and the levels of education. The standards for the individual levels shall elaborate on the aims of their particular standards, the educational institution to offer the programmes, admission requirements, course duration, the educational programme (curriculum, professional and extra-professional component and examinations), staffing, educational aids, designations (for the sake of uniformity), basic study elements to be included in the syllabus, practical training, and the place of extra-professional subjects in the curriculum.[16]

Levels of Library Education

Library education today must more than ever before take cognisance of professional demands and requirements. The professional demands can be stated in terms of levels where the basic or professional level would require candidates to perform the professional tasks from the lowest to the most advanced, where the paraprofessional level would require staff to undertake the subprofessional and technical tasks, and where the advanced professional level would cater for personnel in top management and those concerned with extra-mural planning for system developments on a national scale.[17]

According to the requirements of a particular country these levels will be extended or integrated.

The South African Library Association in 1962 decided on a paraprofessional, a professional and an advanced professional level and has reaffirmed its belief in these three basic levels in the present revision of their standards for library education.

Differentiation and specialisation

A last point with which I wish to deal briefly before looking at the courses offered by the University of South Africa, concerns differentiation and specialisation.

At a symposium held in 1969 at the Potchefstroom University for C.H.E. on the influence of the latest developments in the library and information fields on librarianship I advocated an information directed and a sociocultural directed library education[18] differentiating in this way types of work to be performed rather than 'specialisation' in types of library.

This differentiated type of library education, further developed at the 1971 Rome symposium on education for information work,[19] conforms to the concept of the division of libraries into two broad fields namely the social and the scientific.[20] Basic training must be geared to and aimed at the requirements of these two groups. Differentiation in library education will then take this into consideration leaving specialisation in type of library and in specific library subjects to the advanced professional level of library education.[21]

This view also conforms to the contention that specialisation in whatever direction can and should be undertaken only after the total field has been covered in basic education. Furthermore, the application of basic principles to a specified type of library does not constitute specialisation in the true sense of the word but rather an application of basic principles by way of example.

Library Education at the University of South Africa

In the following very brief survey of the renewed type of library education which the University of South Africa — Unisa for short — will be offering from the beginning of 1978, I shall endeavour to show that the points made in the foregoing have in one way or another been incorporated.

In the belief that professional library education must have a sound scientific base, must be developed upon a particular philosophy and must conform to internal and external professional standards, Unisa has restructured its educational programmes.

It is accepted that no educational programme for librarians is perfect. It is, however, also accepted that each programme must be devised in conformance with the local requirements and that judgment should be passed in consideration of such background.

The fact that Unisa offers all its library educational programmes since 1955 by means of teletuition, i.e. the distance mode only, make them no different to those of residential institutions except that a far greater latitude is possible because of the absence of restrictive class rosters. It is not my intention to debate the possibilities and difficulties of the teletuition mode since this was admirably done by Digby Hartridge in two periodical articles.[22] I only wish to give you a brief survey of the new structures.

Basic professional education is offered through a four year Bachelor of

Library Science degree (Baccalaureus Bibliothecologiae - B.Bibl.) and a two year post-graduate Higher Diploma in Library Science (HDL). The latter may with another study year lead to the same Bachelor of Library Science, taken by matriculants.

On the paraprofessional level Unisa offers a two year Lower Diploma in Library Science and on the advanced professional level a Honours, (Hons.B.Bibl.), a Master (M.Bibl.) and a Doctor in Library Science, (D.Bibl.) the latter two being essentially research degrees. In addition it offers a Diploma in Special Education (School Library Science) [DSE(SL] and a Certificate in School Library Science the former in conformance with the requirements of the Committee of Educational Heads controlling the criteria for the educational requirements of the four provincial departments of education of the RSA.

The four year degree consists of at least fifteen one year courses of which ten are chosen as follows: from Library Science (four compulsory courses), Bibliography (of which the first of three courses must be included in the curriculum), Information Science (of which the first two of three courses are compulsory), and Readership (of which the first of three courses must be taken).

The degree has two major professional subjects. The four courses of Library Science constitute the first compulsory major whereas a choice as to the second major may be made from one of the remaining professional subjects in sympathy with the candidates' aptitudes and interests using this as a means of differentiating between a social and scientific library directed curriculum.

At least one course of either Computer Science or Information Systems (i.e. computer science for human and social science students) is compulsory while a further four courses must be chosen from such extra-professional but librarianship supportive subjects as Business Economics, Communication Science, Economics, History, Logic, Mathematics, Philosophy, Psychology, and Sociology. A language is considered useful but not compulsory and other subjects may be included according to the interests of the candidate.

As an interim measure and mainly to appease the South African library profession, one of the extra-curricular subjects must be taken to its highest undergraduate level when serving as a major in another degree. It is hoped that it will be possible in the near future to eliminate this stipulation in favour of a wider choice of library science supportive subjects in accordance with the aim to provide a single purpose but professional diversified education.

Since approximately 95% of all library science students work or have worked in libraries no practical work requirements are attached to the qualifications except for the DSE (SL) where governmental education departments' criteria regulate the curriculum and stipulate practical experience requirements.

By instituting the three academic disciplines Bibliology, Information Science and Readership Unisa believes that a scientific framework is established in which the professional Library Science field can be developed and enriched. It is especially in the fields of Bibliology and Readership that it believes that a particular contribution is being made.

Naturally these fields need research. For this purpose Unisa is in the process of establishing a research centre in librarianship where research may be established on a priority basis in the theoretical and applied fields. Research for the masters' and doctors' studies will be closely linked with the proposed research centre while information collected with regard to South African practice will be of great value for all students in writing their research papers required at the end of the Bachelor of Library Science curriculum.

By limiting the extra-professional courses to 5 out of the fifteen of which one must be an initial course in computer science or information systems and by advising students in their choice of the other subject courses as profession related ones, it is hoped to provide a fully integrated professionally orientated qualification which will serve as a key to the library profession only. The fact that the South African Library Association still require one subject outside the library field to be studied in some depth to provide a candidate with a basic subject knowledge of a field in which SALA believes he may eventually operate, is not endorsed by some of the members of the staff of Unisa's Department of Library Science. It is hoped that this stipulation will eventually be replaced by a situation in which the curriculum can be developed in such a way that all extra-professional subjects will play a direct supportive role.

The standards for library education now being revised by the SALA incorporates much of the philosophy outlined here. Unisa believes that its courses must be acceptable to the library profession in the country and consequently insists that its educational programmes must conform to these standards.

While Unisa allows a choice of a second major in the B.Bibl. degree differentiation is made possible. A student studying Readership or Bibliology can compile a curriculum in such a way that the more socialised aspects of the subject field is emphasised while a student selecting Information Science will compile a curriculum required for scientific orientated library work.

The research paper in the fourth Library Science course allows a candidate to choose any type of library to which he wishes to apply meaningfully all or any of the elements studied during any part of the curriculum.

The Higher Diploma in Library Science may be taken after any degree. It is a two year course. Exceptional students may in exceptional cases apply for permision to complete the course in one year. Graduate students either register for the HDL direct, and complete the B.Bibl. degree after a further year's study, or they register for the B.Bibl. direct and apply for the HDL to be conferred as soon as they have completed the requisite number of courses.

The seven compulsory courses of the HDL consist of two courses in each of Library Science and Information Science and one course in each of Bibliology and Readership and either Computer Science or Information Systems. All courses may be taken piece-meal.

The Lower Diploma in Library Science is a two year course for matriculants. One course in each of Library Science, Bibliology, Readership and either Computer Science or Information Systems and two courses in Information Science are compulsory. Another two non-professional courses must be included in the curriculum. The course may be spread over more than two years.

In conclusion

In an approach as outlined, it must be evident that the time for formal library education is too short to initiate the student into actual library practice. It is my belief that it is neither the intention nor the obligation of basic library education to deliver a ready-made article to the profession. At best library education can orientate the prospective librarian to a scientific approach so that a sound knowledge of what library subjects entail and what the profession stands for will fully equip him for his entry into professional practice. Hereafter the training obligations of the profession start when through in-service training during a given period the candidate will be led to full professional status.

If in library education we have motivated the candidate for professional service and have imbued in him objectivity, thoroughness and honesty, as prerequisites to problem identification, analysis, synthesis, scientific conclusion based on logical argument, and professional problem solution, library educators have more than contributed their share to the development of the profession. The rest is up to the profession itself.

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Mini-Conference 1.

Library services to Young Adults

WHAT MAKES A LIBRARIAN YA?

SARA SIEBERT

I had always wanted to be a history specialist. Upon completion of the Pratt Library's training course, which certified one for a career at Pratt, we went where we were sent within the system. I was assigned first to History, Biography, Travel (now Social Science and History with Education thrown in for good measure). And I was ecstatic because history was my major at college — and my forte — or so I imagined. I would take a masters in some phase of modern European culture and spend the rest of my professional life in the spacious and air conditioned Central Library, while the peons in the branches sweated out long, hot Baltimore summers with the help of a fan behind the service desk. I would be the library mentor of H. L. Mencken, great newspaperman, editor of the *American Mercury* and critic of the '20s and '30s; of John Dos Passos, famed novelist and social historian who had Baltimore connections; of willowy society matrons in big summer hats (they really went in for hats in those days) who pursued an interest in European royalty as well as their own family trees. Only the most serious school and college students would be served by me.

Then, one day, Margaret Alexander, head of the young adult collection in a neighboring department, rushed into History, Biography and Travel where I graced the service desk. She was carrying two books, John R. Tunis' "The Kid from Tompkinsville" and "Seventeenth Summer," by 17-year-old Maureen Daly.

"I want you to do me a favor and read these books as soon as possible and tell me what you think of them." I could not turn her down. She was one of the livelier instructors in the training class. But, believe me, I hated to waste my "historian's mind" on these teen-age novels. I pushed aside a new biography of Eleanor of Aquataine and gingerly perused the tale of Roy Tucker, small town, second string ball-player who played hard, lived clean, and made it to the big leagues. I had to admit to myself that this was good baseball. The story of Angie Morrow's summer romance with Jack Duluth went down easily. And the ending was realistic (after all, this was young love circa 1940-43) as Angie goes off to college after a few innocent pecks from Jack and he goes off to work to help support his family. One knows that their encounter is only preparing them for more mature and lasting ones in their future. Miss Daly knew what she was writing about. So I told Miss Alexander when I returned the books.

Little did I realize that in my sudden enthusiasm and lack of condescension towards these junior novels, I was driving the last nail in the coffin of Sara Siebert, history specialist. For Miss Alexander was testing me. She already knew me as a patron of her young adult collection in Popular Library. But in the early '30s, the junior novels were few and far between. I had cut my adolescent reading teeth on Nancy Drew mysteries which were not bought by Pratt. Once I left Nancy behind, I was ready for anything that met my fancy and Miss A. certainly expanded that fancy. But by 1943, times had changed, the teenagers certainly had left Nancy behind when they were 10 or 12 and the publishers pushed career novels, teenage romances (very, very pure), sports stories, even junior "social" novels which preached toleration (that was a forward word in the '40s) and understanding for those other than the traditional WASP library user. And a good young adult librarian or a generalist who works with young adults *must* enjoy these as well as the classics and the book-of-the-month club selections and general popular adult books which made up about ¾ of the young adult collection.

In the summer of 1943, I was booted from History and into a small branch library in South Baltimore, and in October of that year, I was dubbed officially young adult librarian at the Broadway Branch, just down the street from the prestigeous Johns Hopkins Hospital and Medical School. My special clientele were *not* the Dr. Kildares who boarded in the long row of white stepped houses that lined Broadway. Rather they were hundreds of black youths from the alleys and narrow side streets of East Baltimore who attended Paul Laurence Dunbar Junior-Senior High School. They were children of domestics, and dock workers, chauffers, hucksters. Of course, the social climate in the '40s was very different from now. Most of the black kids sadly longed to be "white" and many of them felt that the door to whiteness was through reading and hard work in school and the second-rate colleges they were forced to attend. But it was still quite a jump for me — from a conservative middle-class home to the Baltimore ghetto.

Miss Alexander knew that the best place to encourage reading was face to face with classes in the secondary schools. Dunbar was a stone's throw from the Broadway Branch. Her edict to me was to prepare three book talks and then go with her for day-long class visits. At one of the young adult meetings, I had heard such talks demonstrated — they usually were from 6 to 10 minutes long; were typed out, learned, but given with a naturalness which belied the fact that they had been learned by heart. I stewed over the assignment, had bad attacks of indigestion which sent me to a stomach specialist, but finally managed to beg from Miss A. her version of "Jane Eyre;" and "cut" two talks on my own. The pièce de résistance was to be the story of Mary MacLeod Bethune from Edwin Embrey's "13 Against the Odds," a collection of biographies of Negroes who had "made it" in the land where some citizens were more equal than others.

Miss Alexander looked over my hand scribbled talk, made deletions and suggested that I practice it with her. I did, only to be told to practice more on my own until I knew it without notes. One must look an audience in the eye while talking. I spent evenings before a mirror talking to myself with gestures. My mother knocked on the door and asked who was in the room with me. She really did not understand that her small blonde daughter was willing herself to be a strong, fat Negro woman who was determined to establish a college for her people — one who carved a place for herself in Franklin Roosevelt's unofficial cabinet. I practiced and practiced until I knew my efforts would pass muster. Then Miss A. and I went into the school and I became aware that the results were worth the attacks of indigestion and the evenings before the mirror. The kids came to me and clapped at the end. The branch was overrun with requests for the Embrey book and "Jane Eyre" and "Johnny Tremain." And I knew then I could "do it myself" in the junior high schools near the branch.

Coupled with this ability to "capture" classes with talks is a reading knowledge of at least 300 books of immediate interest to youth. One cannot stand before an audience as a librarian without knowing books. In the '40s we flashed jackets and spoke briefly about them. When plastikleers became prevalent, and jackets harder to come by, we compiled "Speaking of Books," a list of titles most of which lent themselves to talks, and encouraged the students to look over the list and ask for titles which intrigued them. They were and still are delighted to stump us, but this must not happen too often. The young adult librarian is one who appears to have read all the books in the library.

And the young adult librarian is one who must be involved with the teen-age patrons — involved in a sense of understanding why they act as they do at the present time of history — believe me, they have changed since 1943.

At the expense of stealing some of my thunder from the Hobart talk, here is what Paul Zindel, author of "The Pigman" and Pulitzer Prize winner for "The Effect of Gamma Rays on Man in the Moon Marigolds," tells librarians to do for youth. The task "is herculean," he wrote in *Top of the News*, January, 1971, pp. 142-147 ("Paul Zindel — Profile of an Author"). "First of all, the librarian must be a youth specialist. Next, she must be aware of what is happening in all media . . . She (he uses she for librarian, but later explains that this goes for the "he" librarian as well) must know the effects of films on kids — what is honest and what is the work of commercial cinematic whores. She must know when a segment of a TV show is going to have an impact on the young and why. She must learn their language, but not use it. She must know what is good and what is rotten in a pop song. She must know the undercurrent of the music — its secrets and exploiting overtones. She must dominate the media in such a way that she can greet a kid and say, 'Look you dummy — look how Hollywood and fashion designers and record pressers and hordes of soulless people are sucking money out of you . . . ." He suggests that librarians lead youth "to books which will begin where they are and widen their areas of understanding. If the book you need for a young person has not been written yet, then while you're waiting let him talk to you. Let him know there are people who care — who may not know every answer, but who share with youth a great joy in believing that life must be an adventure lived bravely, fully, and even courteously."

To do all this, librarians who work with youth must know the media. I spent one whole summer listening to a selection of pop records — candidates for travelling record boxes — while taking my daily bath. YA librarians also must find time to view and discuss library films. A committee does the spadework at Pratt and serves as a resource for the entire YA staff. The chairman is the program person.

To do this one must be a friendly person who sizes up the browsers (at least make an educated guess); who leaves the service desk and approaches the youth with a couple of books in hand. *Never* begin with "Can I help you?" It is seldom that a teenager, who hasn't already asked for help, will say "yes." Rather, begin with "Have you read these?"

"No."

"Well, this one is about the second fattest girl in town (her best friend is the fattest) who falls for a rock singer named Drumstrings Casey and, using her nail scissors cut his name across her forehead in an effort to have him notice her."

"This one is entirely different. It is about a young couple who adopted a small kitten named 'Sneakers' during a summer holiday; but left the cat by the wayside when they returned to New York. The wife was hopeful that the local people would care for Sneakers and that he would be waiting for them next summer. Actually, the next year they adopted a small dog with a long cut down its belly. The poor thing had been in a dog fight, they thought. But the local vet took one look at the creature and explained 'This is no wound from a dog fight. This dog has been attacked by cats. The woods around here are full of them. You'll hear them howling at dusk.' And indeed they did, and saw shining eyes along the road side at night; a deer with eyes gouged, and a young man with a bleeding scratch from his nose into his beard.. And then one day, the vacationer was confronted in the woods by one, two, three cats sitting on the branches of a felled tree. No, there were 4, 5, 6, 7, 8, 9, 10, 11 cats all staring intently at him." ("Feral." Berton Roueché).

Or if the patron says he or she has read your selection, ask if it was enjoyed before suggesting another.

Then leave the kid alone. The ice has been broken. The patron will ask for what is really wanted and might even try one or more of your suggestions. Be open, but do not overpower a youth. Pratt librarians who trained under Margaret Alexander were accused of coming on "too strong." It is better to come on "strong" than not come at all; but one must temper one's approach to match the patron at hand. Whenever possible ask them about the books they have read and why they did or did not like them. It helps the librarian to understand the youthful viewpoint. It helps them know the young patron.

To be a well-rounded young adult librarian, one must possess a combination of attributes: that of the seller of books, the detective, the social worker, the psychologist, the actress or actor, the critic (in its broadest sense), a writer, a public speaker, and the friend of the teenage. Do not give this field a second thought if you do not like adolescents. The best YA librarians whom I have observed are those who have always been secure (and I am not thinking of financial security) and have a sense of humour. They can easily take the kids at face value and work from there. I may have longed to he "in History" because the Central Library had a certain glamour in my eyes which were too close to adolescence at that stage of my career; but my Pratt supervisors saw beneath the surface. They knew me better than I knew myself and saw in me someone who could work on the city "frontiers," in all types of neighborhoods, on the bookmobile, in the secondary schools, on the streets, and in ethnic communities of our city.

The young adult librarian must be very clear about the goals of this work and have a definite policy on which to base both selection for and programming with youth. When an interviewee sits on the so-called "hot seat" beside the Co-ordinator's desk, they are thrown loaded questions.

"What is the most important effect a book or film could have on a teenager?"

or

"What type of book would you *most* want a young patron to read?" (Do any of you want to venture an answer?)

The correct answer hinges on materials which take youth out of their own shoes and into someone else's.

There are other factors involved — self-realization, interest in the immediate world about them, feeling for one's heritage and country (and this implies critical understanding as well as agreement), but the ultimate is a belief in the brotherhood of man.

One of my early "tours of duty" was in a solid "blue-to-white collar" community in Northeast Baltimore which could not imagine that Baltimore had a racial problem, or that blacks were discriminated against because not a single black lived in Hamilton. Very few families even employed black cleaning women or cooks.

And so I joined the crusade to enlighten the local youth — long before the 1954 Supreme Court decision did most of the work for us. Hamilton was and is a "churchy" community in which youth organizations, always looking for program leaders, were delighted to provide a podium if not a pulpit as I tried to capture their provincial emotions with Countee Cullen's "Incident: Baltimore"—

Once riding in old Baltimore
Heart filled, head filled with glee,
I saw a Baltimoran
Keep looking straight at me.

Now I was eight and very small
And he was no wit bigger,
And so I smiled, but he poked out
His tongue, and called me, 'nigger.'

I saw the whole of Baltimore
From May until December
Of all the things that happened there
That's all that I remember.

And I directed popular books and films at these teen-age audiences which enlarged on the theme of "equality." Just how much my emotional and serious-minded enlightenment rubbed off, I am not sure. At least I was using the "tools" of my profession in an effort to change attitudes. Some years later, an article in *The Saturday Review* (Clear, Val. "Paperback Pedagogy," February 15, 1964, p. 73). I learned from a controlled experiment in a college sociology course that I was on the right track. The professor had taught the same course to two classes. Both were tested about social attitudes beforehand. The one class was taught with traditional texts and lectures; the other used biographies and novels illustrating the problem. The check test at the end of the course showed that each class was less isolated ethnically; but the popular literature section had an average drop in prejudice more than twice that of the textbook group.

The young adult person is an expert in secondary school reference work. For one often reaches youth the first time by providing those articles and books for that school paper. If the "going" really is tough for a young patron, work beside them until they get the "hang" of the library. But do not waste time teaching library techniques to kids who probably will have little use for them after the school years. Rather, put your time in helpful human relations, readers' advisory and reference work. These are your prerogatives as a professional.

The good YA specialist has the desire and ability to unleash talent among young patrons, no matter how faint that talent may be. Exhibit their art work. Foster programs which encourage youth participation: poetry readings by teen-age "poets;" contributions to a teen-age review periodical (at Pratt we call the magazine *You're the Critic*. It has been running since 1948); contributions to a creative writing folder or a notebook for personal book opinions left out for all to see; original dramas written and performed by youth; talent shows; sports demonstrations in which the teenage are invited to perform or practice with the professionals. Always plan programs with a youth advisory group who see their suggestions come to life. Possibly some such programming is removed from a library's chief purpose and possibly is not top priority, but such programming does bring self-realization to participants.

If all of these qualities and activities make one's head whirl, especially if you are in a small library agency and must be the jack-of-all-trades, let me reassure you that anyone can be "YA" if they possess maturity, an indefatigable sense of humour and a liking for youth; and if they apportion their work life and times plus giving time to various responsibilities and audiences.

What about training? Sadly the library schools, with some notable exceptions, simply do not have the time to do more than give a course in adolescent literature which often is tacked onto the children's course. One gets little more than basics in library school plus a new emphasis on computer sciences which have become a part of the library scene. Young librarians with degree in hand have landed on the doorstep of Pratt asserting that they had a background in adolescent literature, that they had given a book talk in class and that they had written annotations for a list. When the time came to put all this would-be expertise to work, very often they have shown themselves less than able. On the job learning and training is imperative. It takes at least 2 or 3 years for a neophyte to be sure of what they are doing and where they are going.

This long road begins in the initial interview when the interviewing officer sees in the applicant that "spark" which could ignite the library's special commitment to youth. Here one should be able to separate the sheep from the goats and learn from what is "lovingly" known at Pratt as "the hot seat interview"

— *about reading background*

"Please check this list for the books you have read or know well enough to discuss with me." The list is an initial reading list for librarians who work with young adults.

— *about personal interests*

"If you had all the time in the world, what would you want to do most?"

— *about feelings for teenagers*

"Tell me about your teen years."

"What contacts have you had with adolescents during and since your college years?"

"Did you enjoy these contacts?"

— *about goals for service*

"What type of book (or film) would you most want a young patron to

352

read or see?"

— about critical ability

"Which book did you enjoy the most, 'Jane Eyre' or 'Wuthering Heights?' Why?"

— about interests other than professional

"What interests, hobbies, 'passions' do you have aside from your desire to be a librarian?"

And finally, *that old "chestnut" of a question* which by far and large tells one the most with the fewest words.

"Why do you want to be a librarian? A young adult specialist?"

If, at this time, it appears that the applicant is YA timber, but has not read as much as you would hope, take the person by the hand, lead them to the shelves, and place 9 books in their arms with the directive, "Read these and come back in 3 or 4 weeks and discuss them with me."
If they appear, there is hope. If they do not or if they amble in 3 or 4 months later, forget about them. At least for YA Services.

Make it very clear that successful applicants will read 300 books, largely tried and true YA titles, both adult and teen-age, within a couple of years. Kids will read as well as their library mentor. Using these books, schedule monthly or bimonthly discussions with the proper supervisor. One former YA librarian at Pratt describes her session with Mrs. Margaret Edwards:
"The advantage for the librarian was that the sessions were very individualized. In a class you can always hide behind somebody else. This way, you had to answer, you had to think it through quickly. Of course, it was such a learning experience. Every time I went out of there I felt that I had gained insight into every book that I had read." Beverly Rubenstein, from interview with doctoral student, Miriam Braxenman.

When a book is read, plan a short, popular introduction; think about it critically as a YA book — what does it say to youth; is it readable; is it acceptably written. Of course, the chief specialist or supervisor also must have read most of these books. So a set list is best — one suited to the senior partner in this training technique. When a trainee also is responsible for children's or adult services, reduce the goal to 150 YA books. Concentrate on adult books which also attract young adults to kill two birds with one stone.

"Do it yourself" is a slogan for all librarians. Practice with patrons "on the floor." The more you use books, the better you know them as well as the recipients of your friendly service.

I learned to write annotations by reading those written by others. Have something happen to somebody in no more than 30 words — the fewer the better so I was instructed. It is not easy. But the entire staff at Pratt working with the teenage take their share when a popular list is in the making. Some can write, some cannot. The list chairman edits the efforts of the group and usually talks to each contributor about their effort. Critical annotations for new titles also come under the scrutiny of the chief book selector who confers with the reviewer about the comments. Of course, at Pratt we have a YA selection policy which guides us. But it is easy to forget this and think only of the possible popularity of the book. Popularity is important, but also what does the book or film say to youth.

Plan special meetings which "will challenge, stimulate, infuriate, motivate, fire, and provoke the minds of the participants . . ." Such should be "the stuff that makes up young adult meetings." These are the words of Linda

Lapides, former Assistant YA Co-ordinator and now YA Field Worker, as she wrote "What's In It for You at YA Meetings?" in *School Library Journal*, March, 1976, p. 87. What Pratt has *not* done is to discuss the regular output of YA materials and call that a meeting. Of course, books are discussed from time to time. ". . . Turn over a session to science fiction buffs. Or concentrate on junior or teenage novels . . . in a joint meeting with children's librarians . . . . Reread those titles which sit on the shelves . . . . Often they are books librarians have not read and, therefore, do not recommend . . . .." Mrs. Lapides suggests discussion of "parent provoking" or "thought provoking" titles. "What do these books have to say? Would they be meaningful to teenagers? What do you tell parents who object to the books' recommendation for youth? . . . ." All librarians should read those YA articles which might provoke controversy of any sort.

"Stimulating meetings can also involve list-making: assembling a list of notable books; a list of titles that is mandatory reading for all young adult librarians; titles which might be discarded from YA collections; titles to be talked up during school visits. Compiling these lists demands wide book knowledge and the effort can also serve to make librarians aware of gaps in their reading backgrounds . . . .."

Meetings should also take the form of film workshops and every meeting might begin with a short film as an "ice breaker" as one way to familiarize groups with new films which might or might not be of interest to youth.

Demonstrate tried and proven display techniques which can be handled by the less than professional artists among us. Report on stimulating articles bearing on this age group. Invite a psychologist to give a rundown on youth TODAY. Possibly a workshop could evolve from such a talk. Ask for profiles of young adult patrons and their reading habits. Have a local disc jockey or any qualified person give a rundown on the history of rock, soul, or a survey of popular records. Demonstrate new book talks which *have* been successful in the schools. Sometimes focus on ways to reach reluctant readers. Join with other librarians in your region or state for video workshops.

"One telling indication that a meeting has hit the mark is when discussion spills over into the lunch hour and on into offices and branches right onto the floor of libraries where librarians who work with youth translate those words and ideas expressed in the meeting into action."

Much is said from time to time about the ability to lead a discussion. Librarians should have "it." Some do and some don't. I have often been asked for training which pinpoints rules and regulations for discussion leaders. I am not so sure that this is the answer. Some of the best discussions of which I have been a part (and not necessarily as leader) have been led by persons with no formal training in discussion techniques, but rather the ability to ask provocative questions, to "throw the ball" to the audience or group, to keep them from going in too many directions at once, to keep them from griping (if the discussion involves service problems). Book discussions involve good critical knowledge of the book and background of the author which throws light on the book itself. Watch a good discussion leader in action — you pick up techniques and ideas.

Book talk training is most important. I already have spoken of my initiation or plunge into the "Talk Pool" at Pratt. Write or "cut" a talk from a book. Let 'an expert" see it before you learn it. Invariably, the talk can be "cut" some more — or tightened.

And an "objective eye" is one to do this. Practice with the "expert." Try the talk on several likely classes or occasions. Give it before one's peers. This is the most harrowing. In recent years, we train with a video camera or at least a tape recorder. Then the neophyte can be criticized, positively or negatively, *with illustrations at hand.* To make a serious stab at a talk and to be severely criticized sometimes brings out the worst in us — but the experience builds confidence — and maybe even character. I remember watching the clenched hands and white knuckles of a very promising young adult assistant who gave me a killing stare every time I stopped her.

"Go slower and pause a bit between sentences."

"Speak louder."

"Lower your voice for emphasis. You are raising yours."

"Relax. The talk is too stilted."

"Now let me show you how I would do it."

We eventually had a show stopper from Ray Bradbury's "Something Wicked This Way Comes;" but she later admitted that she wanted to slap me because of all my comments. Yet she knew she needed me — at least as a sounding board — to put her on the right track.

A "talker" can be made and moulded — unless the assistant is psychologically or speech impaired.

Training may involve many personnel: a branch librarian, a department head, an inspired personnel person, a professional in a related field (teacher, artist, actor, etc.), the youth themselves, a YA chief or co-ordinator, but it is most successful when a strong exciting, dedicated leader is at the helm of a service. Pratt training evolved because of one woman, Margaret Alexander Edwards, who was able to transmit energies and enthusiasm effectively. Some of us fell by the wayside. She would not tolerate anything or anybody second-rate. Those of us who prevailed knew this and it made us really feel that we were something very special — that, like Miss Jean Brodie's girls, we were créme de la créme.

Anna Curry, Assistant Director of Pratt says:—

"My relationship with Mrs. Edwards was a very special kind of relationship that transcended superior and fledgling. It was a one to one relationship probing my intellect. For the first time I thought about things and had an opportunity to express ideas that never had come to the surface. I began to be very proud of myself. I wanted passionately to do whatever she wanted me to do. It suddenly became important to be a good librarian, to open the door of books and the attending ability to think clearly. And as a black librarian, it seemed doubly important because I realized as I grew up what limited experiences I had with black librarians and I felt there are a great many young people who would profit from an experience and exposure with me. I've never felt, frankly, that anything I have done since I left Y has been quite as important as what I did as a Y librarian." It is from such training that great administrators evolve. [Anna Curry in interview with Miriam Braxerman, Columbia U. doctoral student).

But like Miss Brodie, we know when we are past our prime — and leave the stage to the younger and more up-to-date librarians. So I come to Australia to sow some seeds of the whys and hows of library services to the teenage.

AMERICAN BOOKS FOR A TEEN-AGE AUDIENCE

SARA SIEBERT

With the help of young adult colleagues in Prince George's County, Maryland, Los Angeles, California, Stark County, Ohio, Seattle, Washington, as well as the entire YA staff at Pratt, I shall attempt comments about American literature for the teenage.

—What are the teenagers really reading?

—What *subjects* meet their fancy today?

—What titles did the Young Adult Services Division (ALA) "Best Books" Committee select as "best" in 1976, coupled with a few titles which I should like to have pushed (now that I no longer am pushing books) "on the floor" and in the schools.

Missing from this selection are "helps" from the South, Southwest, and North of the U.S.A. I simply neglected to poll them.

Missing purposefully are the many English authors (John Rowe Townsend, Susan Tait, Joan Lingard, Honor Arundel, Robert Westall, M. E. Peyton, Jack Higgins, Sarah Patterson, Richard Addams, to name a few), although on re-reading this talk, I find that several "crept" in plus one Australian, James Aldridge. All of these writers have become a part of the American publishing scene and most have an American following.

Generally, I have tried not to look back too far and I did examine the latest Pratt YA acquisitions. However, a best lender often remains on the most asked for list for 10 years and more "Mrs. Mike" by Nancy and Benedict Freedman (1954), "Black Like Me" by John Howard Griffin (1959), "Catcher in the Rye" by J. D. Salinger (1951), "Manchild in the Promised Land" by Claude Brown (1965). Teen-age readers, with exceptions, of course, do not follow the best seller lists. Rather, they watch movie titles and TV movies and they pursue types of books or subjects.. But before the categories are explored, let us take a quick look at what American youths ask for and read without benefit of our professional know-how and enthusiasm for books.

There are five adult titles which were and still are in demand from the teenagers. All are sensational, all have found a short cut to the silver screen. None were purchased for Pratt YA collections, although Pratt succumbed to two of them in paper-bound editions. Many other libraries did add at least some of these as young adult fare.

They are:

"Jaws" by Peter Benchley at least had a good point, the triumph of good over evil, if one could see the point under all the blood and gore.

"The Exorcist" by William Blatty panders to the most sensational facets of exorcism. The kids naturally are curious. Even before the movie, the book's contents sparked a "reading" bush fire through the high schools of America. Some of the young readers treated it seriously. We had some good reviews in *You're the Critic*, the Pratt teen-age reviewing periodical.

"Helter-Skelter" by Vincent Bugliosi and Curt Gentry is a serious account of the Manson family murders which drew the eyes of hundreds of thousands of Americans. Certainly it caters to the taste for the macabre and the horrible in so many of us — and the teenage are no exception. "Carrie" by Stephan King is an unpleasant horror story starring a 16-year-old misfit who suddenly blossoms into a beautiful girl when a school chum takes pity on her and arranges for her own popular boyfriend to escort Carrie to a school prom. Only several of the meaner types pour pigs blood over Carrie and her date, a symbolic play on Carrie's first menstrual period in a gym class. All hell breaks loose as she uses her powers of destruction to take revenge. The book is relatively well written.

"Sybil" by Florence Schreiber purports to be a case study of a schizophrenic girl. It was termed "spellbinding" by the Pratt YA reviewer; but it was rejected for YA because the case never was documented in medical journals and because of its general sensational flavour. Most other libraries added it for young adults.

There are many books added to young adult collections which have "come-on." They are the "bait" which we use to hook kids on reading. And when one does a popularity survey, it is these books which tend to make the grade. Because the Baltimore list is colored by the fact that the school age of this city is about 75% black, I have developed the following list from titles mentioned by three or more of the five systems which submitted lists at my request. Here they are arranged alphabetically by author. But "Go Ask Alice" — Anonymous (Prentice, 1971) would have been at the top of the list anyway.

This diary, made into a TV movie, was a sellout the day it was published and there has been no let down in demands for the account purportedly written by a middle-class girl who became hooked on drugs. The publisher swears it is a true account; but I would guess that the diary was well edited. I once called Prentice-Hall when my office had parental complaints about the book. The book received a Christopher Award for literature with a social purpose. It is not a preachy, moralizing treatise; nor is it an anguished mother's tale. Rather, it shows drugs and their effects in such a normal setting that one cannot help sit up and take notice. And it in no way glorifies Alice's trips and actions brought on by her addiction.

And now, the most talked about teen-age title on the American market, Judy Blume's "Forever" (Bradbury, 1975). The publisher advertised this as an "adult" novel because they wished to protect themselves from the parents of America. It is not adult — rather a junior novel about a nice teen-age girl from a liberal but concerned family who meets Michael, a nice, intelligent boy, and promptly enters into a "meaningful relationship" with him, during which he tenderly introduces her to "everything (almost) you always wanted to know about sex." Their love story makes up the body of the book; but it also is the story of Erica whose impotent boyfriend eventually tries suicide, and Sybil, the fat girl who has a baby for the experience. These secondary characters lack dimension but Michael and Katherine have it, along with their families. The book is written to stress responsibility and affection should a youth's sexuality assert itself before he or she is ready for marriage. Like so many first loves, innocent or full-blown, this one is not "forever." Katherine finds herself attracted to another young man and Michael is left the frustrated party. Judy Blume is a slick writer which is to say that the book is hardly literature; but it takes a fresh and honest view of a situation more commonly played out than most of us care to admit. Unlike so many such novels, there are no children out of wedlock (Katherine visits Planned Parenthood), no nervous breakdowns, and the feelings between the two principals can be accepted as a part of the business of growing up.

"The Cat Ate My Gymsuit" by Paula Dandiger (Delacorte, 1974) is easy to read which enhances its desirability — especially in Baltimore. The title is intriguing but easily explained because Marcy Lewis is a 'blimp" and hates to be seen undressing for gym class. So she conviently leaves the suit at home. "What's happened to your gymsuit, Marcy?" — "Oh, the cat ate it" — this is only one of her numerous replies. Actually, the book stars a class of junior high students who support their creative, innovative teacher when a pompous principal decides that she is a "hot potato" and is about to suspend her. The public education system often leaves much to be desired. And do not think the students do not know it. Those who read this book are "with" Ms. Finney all the way. The book makes them think.

"I Know What You Did Last Summer" by Lois Duncan (Little, 1973) is pretty thin stuff. But a Pratt reviewer felt that it subtly hinted at growth of character through acceptance of responsibility. Four teenagers are stalked by a mysterious person seeking revenge for what they did last summer — when they killed a young cyclist and left the scene of the accident. Fast pace, tension, and suspense add up to a very popular teen-age mystery.

'The Guinness Book of World Records" and "Guinness Book of Sports Records" hardly need an explanation. Next to sex and some black interest titles, they are the most stolen titles in Pratt.

Rosa Guy's "The Friends" (Holt, 1973) is a quality teen-age novel which has caught the attention of many teen-age readers, especially black ones. But its message is universal — friendship and the fragile factors which hold it together. Phyllisia, a young West Indian who speaks with a broad island accent, finds Harlem unbearable. She hates her father whose attention is more on business than his family, her mother is dying, and at school she is rejected by her classmates as snooty. Only ragamuffin Edith wants to be her friend and, of course, Phyllisia is not happy about this.

Ten years ago, S. E. (Susan) Hinton's "The Outsiders" (Viking, 1967) was published and in 1971, the sequel "That Was Then, This Is Now." The first book, written when S.E.H. was 17, is by far the best — is about gangs, the "Greasers," poor boys who greased their hair in the style of the time, and the "Socs," kids with every indulgence a parent could give. As the rivalry between the two gangs builds, the characters come through very well. There is no pat ending, no preaching, but a cry for mutual understanding because as one boy says: "Fighting never solved anything." "The Outsiders" has become an American teen-age classic. Its sequel, which zeroes in on the "flower children" and the drug scene, is almost as popular; but I question some of the drug information. None the less, three of the library systems listed it as popular.

M. E. Kerr is an authoress to be reckoned with. "If I Love You, Am I Trapped Forever" (Harper, 1973) is her current most asked for title. "Dinkey Hocker Shoots Smack" formerly was. This one recounts Alan Bennett's last year in high school. He has everything going for him. Then his girl friend drifts away — towards Duncan Stein, called "Doom" by his classmates, who edits the school paper and appears to be a hopeless freak — only the girls like him. Alan's life becomes a morass of problems with no one reacting to him as he hopes they will. Out of this comes the beginning of maturity for Alan. Kerr's sense of humour is delightful — really quite sophisticated; but the Baltimore kids get the point and read even those Kerr titles, "Is That You, Miss Blue?" and "The Son of Someone Famous" which have not made this popular list.

The biography of Jill Kinmount, champion skier in the early '60s who was paralyzed in a skiing accident, was popular when it first came out in 1966. It was titled "A Long Way Up" (Harper) and authored by E. G. Valens. The republication under the movie title, "The Other Side of the Mountain," gave new life to this inspirational piece; and the current crop of teenagers, having seen the film, made it again a "best lender." It is one of many accounts of triumph over physical adversity. Jill becomes a teacher, takes the loss of her boyfriend philosophically.

Robin Wagner's "Sarah T.: Portrait of a Teen-Age Alcoholic" (Ballantine, 1975) is based on a TV movie and was issued when the movie hit video. Since I have neither seen the film nor read the book, I am not prepared to comment. Our reviewer at Pratt said that "the book is not a literary masterpiece." An understatement I imagine. "But it is easy to read and there are very few novels on teen-age alcoholism." Indeed, with the limited availability and high cost of drugs, the youthful consumption of alcohol has become a major social problem. This novel is in great demand, but we have better titles recently published, notably Sandra Scoppelone's "The Late Great Me."

Paul Zindel's "My Darling, My Hamburger" (Harper, 1969) is another title constantly in demand since its publication 8 years ago. Zindel tends to draw his characters bigger than life and this novel is no exception as one follows the fortunes of two teenage couples — the one awkward and timid who gradually becomes secure and positive; the other one more blasé and "sophisticated" ending in the tragedy of abortion. The biology teacher's suggestion that a girl could cure masculine aggressiveness and passion by suggesting that it was time for a hamburger just did not work for Liz and Sean. Zindel likes teenagers; but he laughs about them and with them with the hope that they can see themselves as others see them.

The subjects, categories, and types of literature to which American publishers are addressing themselves are very evident in the foregoing list and the one which will follow. They mirror the times, the scenes, the new morality, the search for easy answers to problems, the emergence of women as a driving force, "drugs," "sex," "sports," "overcoming odds," "the bizarre and mysterious," "alcoholism," "premarital pregancy," "growing up," "fantasy and science fiction," "adventure," "romance," "families."

There was a time when librarians and educators set the reading stage for youth, but those days are gone. Dr. Margaret Meade, the eminent anthropologist says that today youth lead, the oldsters learn from them or follow. To a degree, we have learned — no longer would we "hem and haw" over a contemporary "Catcher in the Rye," "Lord of the Flies." Both of these books were rejected at Pratt until the kids demanded them and made comments which prodded us to read them again and prompted us to examine our selection ability. The YASD-ALA Best Books Committee has been criticized for their selections this year because it does not cater to teen-age reading tastes and interests. Personally, I think it is a good and realistic list which combines readability, relevance, and at least some small amount of literary quality. Ironically, not too many years ago, these annual lists were overloaded with special efforts, highbrow in many instances, which only a chosen few of adolescents readers would attempt. Libraries would follow this selection, buy duplicates of all of the titles and have shelf sitters which even the most enthusiastic and knowledgeable librarian found difficult to move. Although there are sex titles with which I am not familiar (and we shall skip over these), the majority on the 1976 best books list would provide a positive addition to any American young adult collection.

There is one honest-to-goodness love story, a "rare" one. It is old-fashioned in the sense that Nevil Shute's "Pastoral," of which it reminded me, would be old-fashioned today. The American girls love it and for this I am delighted because it does evoke England during the war years. I am countermanding mv determination to stick with American authors since Sarah Patterson's "The Distant Summer" (Simon, 1976) made the ALA list. It was refreshing to read of a Kathie, the vicar's daughter who falls in love for the first and last time, and, despite the long odds brought on by war, does marry her fair-haired Johnny and lives happily ever after. I like realism, but sometimes realism demands a happy ending.

Speaking of realism, the list includes three books, nonfiction, which should be examined and read by all librarians before using.

Boston Women's Health Book Collective. "Our Bodies Ourselves" rev. ed. (Simon, 1976) is a well written and explicity illustrated sex manual with a thrust from a woman's point of view, a militant one. "Les gals" will not take much off the men anymore. They do not need their sex, their advice, their protection. I was reminded of the choreographer Agnes DeMille's answer to her friend who announced that the men had been legislated out—and the artificial insemination takes care of procreation. Miss DeMille's retort was: "But suppose they stop liking us?"

Andrea Eagan's "Why Am I So Miserable If These Are the Best Years of My Life?" (Lippincott, 1976) also tells young women never to permit anyone to put them down because of age or sex. Besides very-up-to-date information about sex, it includes parent-child responsibility to each other. Sol Gordon's "YOU: The Teen-Age Survival Book" (Quadrangle, 1975) speaks in street language as it discusses the problems of youth — sex, veneral disease, alcohol, drugs, etc. The author has great insight into the problems of teenagers, but does not let them off the hook. Rather, he leaves the solutions to the youths themselves. Gordon is controversial in that he treats serious problems in lampoom style. This book is one of the most stolen at Pratt.

Too new for the 1976 list is the male answer to "Our Bodies, Ourselves," Diagram Group's" A Man's Body: An Owner's Manual" (Paddington, 1976). I have not seen it, but the reviews have been excellent. It is heavily oriented to sexual body functions, but covers all aspects of male physiology and anatomy. Prince George's County, Maryland reviews liked it, but gave fair warning about its frankness.

Rape is the subject of "Are You in the House Alone?" by Richard Peck (Viking, 1976). The injustices surrounding the aftermath of the rape of a high school junior by the boyfriend of her best friend give this story strength and special meaning. The victim is threatened, intimidated, and dissuaded from prosecuting the rapist, the son of a prominent family.

"The Lady and Her Tiger" by Pat Derby and Peter Beagle (Dutton,

1976) is the only animal tale on the list and it is an autobiography written to counter wild animal traffic. Author Pat Derby says "if innocence has a smell, it would be like a gorilla . . ." If you can love a gorilla, I suppose you can love any animal. This young English girl came to America at 15, attended Columbia University, studied dance, and prior to becoming a wild animal trainer, she was a successful night club entertainer. Beagle is a fine writer and engages the reader who might be searching for some direction in choosing a career. Here is a woman whose life is her work.

Another autobiography, the third in the series by Maya Angelou, "Singin' and Swingin' and Gettin' Merry Like Christmas" (Random, 1976) is a hymn to one woman's guts and talent as Marguerite Johnson, with an adored son to support, works in a "strip bar" from which she emerges as Maya Angelou, calypso singer par excellence; turns down a part in a Broadway show; tours Europe and Africa with "Porgy and Bess." Poverty, not talent (although she had it) is the goad in each phase of her career as she seeks security for her son. Angelou is a kind of black superwoman. She has endured and overcome. Yet she is neither bitter nor egotistical.

Of black interest also, but fascinating for all readers is Alex Haley's "Roots: The Saga of an American Family" (Doubleday, 1976). Spurred by the feature movie made before the book was published, the teenagers of Baltimore were reading this creative document — of Kunta Kunte of Gambia, his adbuction into slavery, journey in chains to Annapolis, Maryland in the 18th century, and his experiences as a slave in the South — followed by those of his descendants, one of whom is Mr. Haley. The impact of this book is apparent as black people begin to see themselves in an historic light — and it is very readable.

The Newberry winner for 1976 was too new to hit the current YASD list, but it will be there in 1977 — for it is a stunning story of a black family's determination to survive the depths of the Depression. It is Mildred Taylor's "Roll of Thunder, Hear My Cry" (Dial, 1976). The white family who runs the town sees the pride of the Logans as a threat to their would-be supremacy. Cassie (Mildred Taylor), the Logan's only daughter, tells the tale as we see her grow in knowledge and understanding of what it means to be black in Southern U.S.A. in the 1930s.

The blackness of Ruby, star of the novel of the same name (Viking, 1976) and sequel to Rosa Guy's' "The Friends," is incidental to her story. Ruby is Phillisia Cathay's older sister, a lonely girl, not too smart, and somewhat dependent on her harsh, hardworking West Indian father. Ruby's need for love soon centers on a school chum, Daphne, 6 feet tall, cool sophisticated, and a would-be intellectual and revolutionary. Daphne goes along with Ruby only as long as it suits her. When her acceptance at Brandeis comes through and her mother wins the sweepstakes, she ditches Ruby and Harlem and heads for the "straight" life and Long Island. And Ruby, after a suicide attempt, is ready to see an old boy friend, Orlando. Possibly this novel is too pat, but the book is well laced with humour and beautifully written. The all-girl love affair is tastefully handled. The characters are wonderful — especially Daphne. This is a good book with real "come-on" for average and above average readers.

As long as we are talking about women, here are three true stories, all auto-biographical, which will be popular in the U.S. since they are loaded with human interest and are in the "true grit" category — that of overcoming odds.

"Tisha" is Anne Hobbs' story (St. Martin's, 1976) of her youth as a frontier teacher in Alaska. During her first year, she fell in love with a handsome half-bred and adopted two homeless Indian children. Both actions infuriated the white settlers.

Mary MacCracken's "Lovey" (Lippincott, 1976), following the success in book and on TV of "Circle of Children," writes of her experience with 8-year-old Hannah (Lovey), one of her pupils in a school for emotionally disturbed children. It takes much love, attention and perseverance to bring Lovey out of her shell. But more than a touching story, this also is an indictment of the rigidity of state qualifications for teachers of the emotionally handicapped. The author was forced to quit her job because of lack of sufficient college credits.

In "They Came to Stay" by Marjorie Margolies (Coward, 1976), the author, an unmarried TV reporter, decides to adopt a foreign-born orphan. After years of cutting of "red tape," Lee Hay arrives from Korea. She adjusts well and Ms. Margolies plans to give Lee a Vietnamese sister, 6-year-old Holly whose problems are many. To better understand both children, Ruth Gruber, co-author of the book, travelled to the Orient to research their past. It is an affirmative sign that youth does take to books of this sort. Basic humaneness is still with us.

For a change of pace, here are the science fiction titles which made the list — for the relatively small but very vocal afficianadoes of the genre . . ..

Ben Bova's "The Multiple Man" (Bobbs, 1976) opens with the president of the United States lying dead — only the corpse is not the president but a carbon copy, identical in appearance. Then another dead man, also a "dead ringer" for the president, is discovered. All is hushed up until the president's press secretary becomes suspicious of how the men died, who killed them, and their relationship to the president if indeed he is the president. Cloning is the answer.

Cloning, too, is the key factor in "Where Late the Sweet Birds Sang" by Kate Wilhelm (Harper, 1976). The Sumner family of Virginia prepare for a tri-holocaust of famine, over population, and nuclear war. To assure the survival of the caucasian race, they support a research center housing cloned fetuses, exact duplicates of the Sumner clan. Unfortunately, each batch of babies become less human and more like automatons until a half-breed, part clone, part human, fans the spark of humanity in the clones and re-educate the colony to procreate sexually. This is one for the "Brave New World" followers.

A suspense-thriller with a dash of SF is Ira Levine's "The Boys from Brazil" (Random, 1976). A secret Nazi organization in Brazil hopes to establish the 4th Reich. At a dinner meeting, 6 former SS men are assigned to kill 94 elderly men in various countries, seemingly unconnected, only each has a young wife and a teen-age son. An aging Austrian Nazi hunter finds the answer to the question: Why was the organization bent on these murders?

"Imperial Earth," Arthur C. Clarke's latest (Harcourt, 1976), follows Duncan Makenzie (spelled with a "k"), a cloned descendant of the founder of planet Titan, back to earth to celebrate the American Quincentennial. The story culminates in Makenzie's plea for civilization to look forward and reach out to other galaxies. I have always liked Clarke because he used to personally answer teen-age correspondents — and he was one of the few scientists who realized that the surface of the moon would be as soft as talcum powder.

"The 400 Eels of Sigmund Freud" by A. G. Majtabai (Simon, 1976) describes an experimental summer project in education. All the students are gifted in the sciences. The director of the project is an advocate of scientific humanism and believes that all the world's problems can be solved scientifically. But one of the students comes to the project with feelings and needs that go against the scientific grain of the other participants. It soon becomes apparent that either Isiah or the rest of the group must change if a confrontation is to be avoided. The book raises issues of concern for a society increasingly dependent on science.

Para science made the "Best Books . . .." list with:

"Life after Life" by Raymond A. Moody (Mockingbird Books, 1976) which explores evidence of life after death with testimony from persons who presumably were "dead" for a short time or very close to death . . . and

John G. Fuller's "The Ghost of Flight 401" (Berkley, 1976) investigates the crash of a jumbo jet in the Everglades in Florida. The spirit of the flight engineer who died in the crash has made numerous "appearances" on other jets. Fuller uses this tragedy and its aftermath to explore the whole question of man's immortality.

Three very special pychological novels are worth noting.

Robert Cormier's "I Am the Cheese" (Pantheon, 1977) was published after the deadline for list candidates. I would wager that it will appear on the 1977 list. Like Cormier's first novel, "The Chocolate War," evil is an intrinsic factor in the novel. At the age of 14 Adam Farmer learns that he and his family have been living a lie; that he is not Adam Farmer but Paul Delmonte. His father, a reporter, exposed a link between the government and organized crime. His life is threatened and the families must assume new identities. All this is gradually revealed in a series of flashbacks and an interview between Adam and a psychiatrist-type. Slowly the reader and Adam (Paul) perceive that the questions asked by the "doctor" are not designed to help Adam, but to gain more information about his father's exposé. As the pieces fall into place, one eerily wonders if everyone in the lives of the Delmontes befriend them only with the hope of destroying them. The book has chilling implications.

Another "chiller" is Joan Sampson's "The Auctioneer" (Simon, 1975). A New Hampshire town is still isolated from the pressures of the 20th century until a man comes to town and starts a series of auctions to raise money for a police force. What began as a community service becomes a nightmare when the townspeople find themselves giving their most prized possessions for auction, including their children.

"Father's Arcane Daughter" by Elaine Konigsburg is a junior novel which takes a certain sophistication to enjoy. Years before, Caroline Carmichael was kidnapped and believed burned to death; but now she returns only a few months before her 35th birthday, the deadline for her claim to a family inheritance. Is she really Caroline — and what is she like? Her half-brother tells an intriguing story of the impact that Caroline had on him and his sister Heidi, a child with many problems.

The next book is sophisticated, but it has "come-on." It is the one poetry anthology on the "Best Books" list, "Zero Makes Me Hungry: A Collection of Poems for Today," compiled by Edward Lueders and Primus St. John (Lothrop, 1976). These gentlemen were editors of "Reflections on a Gift of Watermelon Pickle" which was and still is relatively popular with the teen-age. This one, as I remember it, is physically attractive, includes both "names" and "unknowns." It is modern. Dip in and one keeps jumping from page to page to John Ciardi, to Alice Walker, to Robert Graves, to Nikki Giovanni.

And finally, eight novels, each very different from the other, describe the business of growing up.

Sue Ellen Bridges' "Home Before Dark" (Knopf, 1976) stars Stella May Willis who has spent her entire 14 years calling a battered shell of an automobile "home." When her father takes his family to the farm of his childhood to live in a handout or tenant house, Stella Mae vows never to leave it even when the opportunity arises for a better life. For Stella is not adept at accepting changes, her mother's death and the attentions of two young men. The reader becomes a part of the existence of the Willis'.

On a lighter note, Ellen Conford presents "The Alfred G. Graebner Memorial High School Handbook of Rules and Regulations" (Little, 1976). Julie, its teen-age heroine, is naive and never been kissed. Yet she is modern and acceptable to her friends. Her troubles are really only bubbles as her poetry is *not* accepted for the school paper until she begins to write radical cliches; as she sells school supplies for a fellow student — until he is picked up for handling stolen goods; as she moons over a new English teacher — the image of Robert Redford. With all the heavy realism, this is a refreshing change.

"Ordinary People" by Judith Guest (Viking, 1976) has been called an "out-of-the-ordinary" novel — the successor to "Catcher in the Rye." Well, not quite, but the book is notable. Conrad Jarrett, 17-years-old, comes home from a mental institution after a suicide attempt. We piece together why his existence became so unbearable and cope with him as he attempts to put his life back in order. The emotional anguish is universal and familiar, the pressures and tensions are those which plague us all. His father, a tax attorney, is over protective towards Conrad; his mother, a capable, perfectionist, suburban matron, finds her marriage changed because of her son. Conrad's dry humour and that of a psychiatrist who refreshingly does not fit the mould provide some bright spots on Con's road to recovery.

Edith Konecky's "Allegra Maud Goldman" (Harper, 1976) is a rarity — a truly funny book. Allegra is a fairly precocious child growing up in the '30's, views the hypocrisy of the adult world and resists the pressures of always "doing what girls are supposed to do." She says, According to my mother, there was almost nothing girls were supposed to do except sit around with dolls on their laps, humming tunes." This is not for Allegra. There is still a minor nostalgia craze in the states which will give this an extra push.

Owen Griffith in "Very Far Away from Anywhere Else" (Atheneum, 1976) calls himself a "bright little jerk." At 17, he wants to be a scientist, go to M.I.T. and find a friend with whom he can share intelligent ideas; but his goals in life are not very clear. Then along comes Natalie Field, a very "together" person, committed to music. She knows where she is going and how she will get there. She and Owen become intellectually close and gradually Owen's life takes shape. Ursula LeGuin, best known for her fantasy and science fiction, has written a story of self-awareness much like Wersba's "The Dream Watcher." Her concern here is human beings.

The eight short stories which make up "Dear Bill, Remember Me?" by

Norma Fox Mazer (Delacorte, 1976) all star teen-age girls facing a variety of situations — meeting a first boy friend in a forbidden park; a mother who is having an affair; girl meets boy who has the same love for chocolate pudding as she does.

Barbara Wersba is in her stride again in "Tunes for a Small Harmonica" (Harper, 1976) as she introduces us to J. F. McAllester, a teen-age freak from New York City, who chain smokes, dresses like Steve McQueen, is constantly at odds with her mother, and falls hook, line, and sinker for her young poetry teacher — and plots to seduce him.

And finally, a Paul Zindel larger-than-life drama of teen-age, "Pardon Me, You're Stepping on My Eyeball!" (Harper, 1976). "Marsh" Mellow, a crazy, mixed up kid, meets Edna Shinglebox in a school group therapy class. She is the first person he has met who he feels he can trust with his big problem — a drunken father (mother also is an alcoholic who we meet out cold on the living room floor) held prisoner in a California mental hospital — or so it appears from the letters which "Marsh" shows Edna. Edna, too, is climbing the walls because her mother wants her to be a "popular" girl. When Marsh and Edna become involved with a gang of freaks and a house party in honor of a teen-age evangelist which climaxes in a wowser of a conflagration (only Zindel could pull this off), they take off for the South — specifically Arlington Cemetery, beside JFK's grave, throw father Mellow's ashes in the Potomac (they had resided all the time in an urn under Marsh's bed) and come to grips with personal reality as they fire an elaborate firecracker-rocket (Mr. Mellow's one legacy to his son) over the Kennedy graves. The *Library Journal* reviewers simply hate this novel; but I am happy it made the list. It is comparable to the minor masterpiece, "The Pigman" and I am sure that there are "Marshes" and Ednas who will identify with it. At least I've known a few.

8/17/77.

Mini-Conference 2.

LIBRARIES AND THE INFORMATION INDUSTRY

GIL McNAMEE

Are libraries really performing their role in the information industry?

This may seem an odd way to open my remarks. And it may seem additionally odd coming from one whose position is Director of the Bay Area Reference Center. BARC is in the business of supplying information, but remember, the information that BARC supplies is being referred to a library who will forward it on to the patron who asked the question in a library. We therefore supply information to a library user. It's an excellent service for the library patron, and it's an excellent service for all librarians in Northern California who depend on BARC for answers to the questions they are unable to supply from their own resources — but BARC is *not* and California librarians generally are *not* supplying information for all of the people who need information.

I would like, then, to discuss today the condition of that giant, the Information Industry, the library's role in that industry, the needs of the people for information, the failure of libraries to meet these needs, and how the profession and libraries have to change in order to provide complete public access to information.

There are many parallels between the library situation here in Australia and the situation in the United States, particularly in California. I could easily transplant the entire agenda for the Launceston conference to San Francisco. We also have problems with library regional or system formation, automation, lobbying, administration, publicity, building needs; and we also have a tremendous yearning for more Information and Referral programs in public libraries. So when I speak of the need for change in librarians and public libraries, it is not confined to just the Australian library profession.

What about this giant, the Information Industry, this good angel or bad ogre, dependent on your stand? The National Commission on Libraries and Information Science Report's first basic assumption is that information is a national resource as critical to America's well-being as any natural resource, such as coal and oil. The Report of the Committee on Inquiry "Public Libraries in Australia" also makes a similar statement. A quote from the latter report: ". . . basic level library and information service is as important for people in Australia as are basic level education and health care services."

Eric Moon, the new President of the American Library Association, and a bit feisty and outspoken has chosen the need for a National Information Policy as the focus for his Presidential year. In his inaugural address he said, ". . . Nations as well as industrial giants are beginning to pay significant attention to what may be both the most crucial and the least understood energy source of all for our troubled world: information, an energy source we have never properly harnessed in the service of humanity." He foresees the industry to be a danger to the public libraries of the United States because it is being controlled by those who see only the material potential in information.

And the "material potential" is tremendous; there is no denying it. I do not feel I can take on as an adversary the entire Information Industry. Eric Moon and I, and Australia's Committee of Inquiry are concerned with keeping information free in public libraries. I believe also that the library profession can cope and will cope with the attendant problems placed upon us by the industry.

Carlos Cuadra of the Systems Development Corporation in California said in the latest *ALA Yearbook* that, whereas in the past, agriculture and manufacturing dominated America's economy, the production and distribution of knowledge in the United States is now the dominant activity and involves about 50% of the labor source. More than a quarter of the Australian labor force is employed in information occupations.

Historically the first to be involved in the production and distribution of information were the publishers of books and periodicals. They found the author, produced the product, packaged it, and disseminated it. In 1976, book publishers' annual sales approached four billion dollars in the United States alone. Australian book production is booming also. The Australian Book Publishers Association reports that whereas books sold in Australia were once mostly British, the proportion in 1976 is roughly one-third British, one-third American, and one-third Australian. The Association is also very encouraged by the popularity of and enthusiasm for Australian books. And whereas one would expect that the reading of books would decrease as television viewing increased, the reverse seems to be true; books are gaining new life through television series and movies.

Prices of all forms of written information continue to increase as well. Magazines in 1976 cost an average of $2.58 more than in 1975, and general periodical publishers now are reversing the old formula — they are counting on as much revenue from readers as from advertisers. And as prices rise, readers tend to loiter longer at the news stand and buy less; those who know they're there, use them at the library; that is, if the library can still afford to buy them!

In addition to publishers of books and periodicals, there are many more producers of information: educational institutions, research and development firms, those like Mr. Cuadra who are into computer services, data communications and various and unusual kinds of library services such as the Congressional Information Service. The same products are multiplied in many different forms: abstracts, indexes, citation indexes and summaries of original works — in hard copy, or paper, or microforms, or computer on-line reference services such as the New York Times Information Bank, DIALOG, ORBIT, MEDLINE, etc.

A great number of these information services are competing with each other, and they seem to be making no effort to co-operate with each other. No one is effecting any co-ordination of their activities. The government has not attempted it; indeed the United States is becoming very involved in publishing also, including micropublishing, and has become a worthy competitor to the private information industry, and they don't like it.

Competing right along with the rest of the manufacturers of print information are the producers of newspapers, television, radio, records, film, tapes, and other media, both audio and visual. All of it with profit as its aim, and lots of it. (The public library, on the other hand, has as its aim, I hope, the provision of free information).

A dilemma: How to cope with costs, and the profusion and confusion of information materials and still perform the public librarian's role in the information industry — in information transfer or knowledge broker, if you will?

Some librarians are managing to do it. They have learned how to change attitudes, have discovered the advantages of library co-operation, have broadened the concept and meaning of knowledge broker. Others in the profession have not.

There isn't a person out there who doesn't need some kind of information. Each one has unique informational needs: a need for practical knowledge to solve daily problems, professional knowledge, intellectual knowledge, information to satisfy curiosity, a need for ethical, religious, philosophical insights. Business organizations need facts to develop needed products. Schools need it to extend the learning process. The government needs information at every level.

Information needs are felt by all levels of society regardless of the geographic location, social condition, or intellectual abilities. Children, young adults, the retarded, the aged, the migrants, the aboriginals, prisoners, the institutionalized, the blind, the deaf, the non-English speaking in our midst. And yes, the English-speaking too!

Where do they get their information? They watch television; listen to the radio; read magazines and newspapers; buy books; go to the movies; travel; go to workshops and conferences (one hopes you will receive a great deal of information this week!); attend schools, colleges; join encounter groups; join clubs; telephone someone who knows the answer; write letters; ask a Citizen Advice Bureau (CAB); ask the welfare lady; gossip over the back fence; go to a fortuneteller or astrologer; or go climb the highest mountain and ask the top guru!

I deliberately omitted one method of seeking information — "go to a library!" And for a reason!

There have been many studies of the needs of the library patron, both here and in America. The Friends of the San Francisco Public Library are currently conducting a needs study of the San Francisco patron. But studies of the information needs of the non-user of the library and how these needs are satisfied are sparse. The Committee of Inquiry found only a few studies here in Australia.

At the recent Conference of the ALA in Detroit, I heard a report on the Urban Information Needs Project being conducted by the University of Washington in Seattle. It has three phases: In Phase I, six hundred Seattle residents from a full range of income, ethnic and adult age groups were interviewed to determine their information needs and the actions required to supply them. It was discovered that less than 5% named the public library as an information source, and very few named schools. This is indicative that libraries are doing something wrong. Is it lack of library promotion? Is it the design of libraries and the way we displav our services? It it within ourselves? Do we need a "needs" survey ourselves?

The second phase of the Seattle study examined more than 200 professionals whose primary job is to help citizens with their informational needs. They found a fantastic number of agencies in Seattle who deal in some type of information and referral activity — Red Cross, United Way, Social Services, Welfare, Salvation Army, etc., etc. And nothing being done to co-ordinate the activities.

The third phase is going on right now — the application of the findings of the first two phases into training modules for the information handlers.

This type of needs study is very valuable since from these studies clear goals and objectives can be formulated for the public library. It requires time and a great deal of funds. Without this type of study, however, libraries will always be what we think they should be — librarian-oriented rather than user-oriented, and we shall continue serving less than 30% of the population if we even exist at all.

In the United States, we are currently convening State Conferences on Libraries and Information Science, in preparation for a White House Conference in 1979. Since the delegation to the conferences must be composed of 2/3 lay people from all walks of life, and only 1/3 librarians, it will function, hopefully, as a nationwide needs study. The National Commission on Libraries and Information Science *did* conduct public hearings all over the United States, but unfortunately, the audiences were librarians for the most part.

(As a matter of fact, we spend an awful lot of time talking to each other. I've been trying to get the California Library Association's annual conference more open to the general public. There are always many speakers who have universal appeal, and I am sure the public would love to visit the exhibits, and note the new resources and products that many of us cannot afford. If the public knew they were available and needed, they might in turn influence those who decide on the amount of our budgets).

With objectives and goals based on the actual needs of the people, we would be able to provide proper service -- we would know why they didn't use the library and how we could motivate and educate them to use our services. We would know whether to use more bookmobiles, books by mail, video, home service, outreach services, outreach services in reverse, communication by satellite. We could match the service with the need. (It is interesting to see Maryland using quickly-assembled pre-fabricated buildings as libraries. They are staffing them by volunteers. Only the loan function is performed here—informational questions are telephoned to larger outlets). After a study of the community, it might even be decided that needs could be met with the installation of data banks. Fay Blake, a California activist at Berkeley's University of California Library School, arguing that all information in public libraries should be free, recently attacked the Information Industry and their data banks, made more forceful by its lack of good grammar. "What most people don't need most of the time is a bibliography!" It's probably true when you think about it.

Perhaps it may be found that what is needed is an all-out Information and Referral program. Some of you were lucky enough to hear Clara Jones when she visited Australia last year about her TIP (The Information Place) in Detroit. I visited that operation recently and was very impressed with the work it is doing, and would love to see that type of program at the San Francisco Public Library.

I personally would like the public library to be the first place that everyone thinks of whenever they want any kind of information. My position is supported, strangely enough, by Webster's Third International Dictionary. In defining information as "the communication or reception of knowledge or intelligence," it gives a happy example of the use of the word "information" — "The function of a public library is information." It will take a great deal of effort on everyone's part to put libraries in the mind of everybody when they want all kinds of information. Librarians will have to learn to co-operate more in order to have access to all information; they will have to develop political know-how; they'll have to gain sorely needed clout; and definitely have to become more socially conscious.

Eric Moon once said, "If libraries are a vital part of society, social concerns are our concerns. Neutrality in the provision of information is one thing; but if our profession is a neuter organization in society we are on the road to extinction."

In Seattle, we note that little use is made of the library and that the information function is not widely known by the people. A 1970 study of the San Francisco Public Library revealed that only 26% of the population used the library and only about 14% of those came to the library for reference purposes. The Handfield & Hamilton-Smith study "Libraries and People in Melbourne" found that there is generally little awareness that the library has an information service function: Most people regard it as simply a place to obtain a book to read. I was delighted to read that one of the broad guidelines in the Report of the Committee of Inquiry here in Australia is the development of the informational role of the public library.

But back to the original question of how to cope with the problems involved with the sprawling Information Industry, the costs, and the challenges of an ever-changing "need to know" population.

First of all, it is mandatory that librarians look very seriously at all types of resource sharing. Co-operative acquisitions, co-operative processing, stock rotation, shared warehousing, union lists of holdings and the creation of systems/regional organizations/consortia or networks — whatever you wish to call them.

As an example, a rather informal reference network is the Bay Area Reference Center. I will be talking in detail about it in Hobart, and no doubt, you will hear a great deal about it here in Launceston. It has several of the elements that I think make for a successful co-operative venture; the involvement and sharing of all different types of libraries; target group input and evaluation from its users; and current awareness fostered by continuing education.,

Secondly, there is a demanding need for additional funding from local, state and federal governments for such things as resources, personnel, space, staff training and publicity. With proper funding, we would be able to prove to the public that we are leaders in the field of information transfer.

You have here in Australia a new report that covers everything I have said today. This week you are having sessions to discuss various subjects covered by the report. No doubt it will be discussed at each session, in one way or another, but most particularly, in the next two days in "CIPL, Where are we now?" and "The politics of lobbying: first steps in the implementation of the report."

I was very interested to see lobbying on your agenda, because it comes so close to home. Librarians in California are presently getting a taste of lobbying for more state funding. (Federal funding is fairly generous, but also, unfortunately, sporadic and unreliable).

We in California, in 1975, had a study of Public Library Systems made by an outside firm, the Peat, Marwick & Mitchell Co. After its findings were announced, the State Librarian called together a hundred representatives from the library community for a week long planning institute. From this institute a Task Force was appointed and it worked six months on a legislative package. At the annual conference in 1975, the membership of the California Library Association voted down the entire package. There had been a great amount of criticism of the report, principally because it had been prepared with what librarians considered poor statistics and without too much input from the library profession. We learned at that meeting that the library profession must be united before any wide-sweeping changes can be made.

In the following year, 1976, my year as President of the Association, we prepared a new legislative package, using some of the original report's recommendations with modifications *and*, probably most importantly, we made sure there was constant input from the library profession. We held, as did Australia's Committee of Inquiry, regional meetings all over the state to ascertain what was needed in the new legislation, similar to public hearings, but less formal. From these meetings, a Committee prepared a draft. (Since the year 1976 was the year of our U.S. Bicentennial, the committee was appropriately called "the '76 Committee"). Again we held more regional meetings; we listened; we learned; and we changed. At our annual conference, the package was approved by the membership.

Our legislative network immediately went to work. There is one person in each system who is responsible for its own Senators and Members of the Assembly. The Association office keeps the network informed of legislative support and non-support. Each person in the network is responsible for letter writing campaigns; gaining support from local organizations; finding friends of legislators who are willing to use their influence; getting publicity in newspapers, on TV, and radio.

The Bill has passed the Senate and is currently in California's Assembly. It increases state funding from $1 million to more than $10 million. The bill is based on resource sharing, and incidentally provides for the State funding of the reference centers.

Another important contribution to the success of our legislative package was the inclusion of library users in its preparation. The non-librarians on the Committee constantly reminded us of the users' viewpoints. We have strong "Friends of the Library" groups in California who love the library and also have influence with the legislators. They have been a tremendous help all along the way.

Regarding political activism, many librarians in California had never "lobbyed" before. We knew however that if we didn't go all out for what we wanted, no one else would.

It's a good example of the necessity for change. Librarians for many years have been considered as benign people, which I suppose is not a completley bad personality trait; however, the fact remains that one cannot be too benign if important change is to be the result. We are not political persons basically, but we must become just that if we are to change the priorities in our society and receive realistic budgets for libraries. And we are changing: Librarians are beginning to feel more and more that our service *is* vital and *is* important to the people, and we are beginning to feel that it can be even more so, a feeling that our services should be viewed in a more important kind of way, both by the public and by ourselves.

Back in the 1960's in San Francisco, when the flower children or "hippies" descended upon us, librarians were unused to, didn't care about, nor reacted to any demands put upon us by that group. So, they supplied their own informational needs. They started their own newspapers. Community switchboards were created which informed the people where to get drug treatment, free food, a place to sleep, abortions . . . Libraries now are begining to react to these same needs. Why not? The provision of information is our forte. We have the information know-how. We are a stable institution as opposed to the fly-by-night operations that were the norm for switchboards. Therefore we should be an important part of this operation, instead of staying away from it altogether.

We are beginning to talk more about our services and publicizing our product and entering the competition. Libraries are beginning to advertise on buses and streetcars, on television, on radio. They are sponsoring programs on cable-video. Everywhere there are healthy signs of change.

John F. Kennedy said. "Change is the law of life, and those who look only to the past are certain to miss the future."

Let's not miss our future. I, for one, do not think we will. We are beginning to accept the challenge of a larger responsibility in information transfer and to take our rightful position in the provision of information to the people. Just ask us the question; we'll find the answer, if there is one.

In closing, I would like to refer to a book and movie which I'm sure was just as popular in Australia as it was in the United States: *Love Story*.

The ad campaigners for that movie really knew how to promote it. They came up with a very catchy statement. We will call our movie/book "The Public Librarian Story," and our advertising will read: "A Public Librarian means never having to say you're sorry."

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Mini-Conference 4.

THE WORLD OF AUDIO-VISUAL EDUCATION

Its Impact on Libraries and Librarians

DONALD P. ELY

To provide a context for this presentation, it is necessary to consider the relationship between the fields of library science and educational technology. The precursor of educational technology was audiovisual education (or audiovisual communications) which reached its peak of development during the 1955-1965 decade. The major thrust of the audiovisual movement was to provide a variety of resources and to assist individuals to use them appropriately. The impact of the programmed instruction movement in the 1960's, which was embraced by the audiovisual field, accelerated change in the field to include a comprehensive concern for the design of instruction. Currently educational technology is defined as "a field involved in the facilitation of human learning through the systematic identification, development, organization, and utilization of a full range of learning resources, and through the management of these processes. It includes, but is not limited to, the development of instructional systems, the identification of existing resources, the delivery of resources to learners, and the management of these processes and the people who perform them." (Ely, 1972).

While educational technology incorporates the use of audiovisual media, the media no longer dominate. As the audiovisual field was going through its metamorphosis, the field of library science was becoming increasingly concerned about audiovisual (or non-print) media. For many years libraries had provided recordings and art prints and some more progressive libraries had established motion picture collections. But during the 1960's more librarians began to feel that their professional responsibilities included the acquisition and dissemination of information regardless of the medium in which it was stored. Consequently, libraries began to include a variety of print and nonprint media in their collections. Some special libraries already had collections of maps, slides, and music recordings. Some libraries which were almost entirely print oriented began to acquire microforms in a variety of formats. Since microforms required equipment for display some librarians felt that they were dealing with a new medium. This fact helped alert professionals to the idea that information can be stored and displayed in several ways.

Most of the significant developments in regard to the integration of audiovisual media into traditional libraries were championed by school libraries at first. Except for the specialized libraries in music, art and architecture, for which audiovisual media were already an integral part of a discipline, most academic and public libraries have only recently begun to consider audiovisual media as viable sources of information for patrons.

The current status of audiovisual media in libraries could be summarized as follows: school libraries are rapidly becoming learning resource centers with a variety of media in their collections; academic libraries are moving at a somewhat slower pace to incorporate nonprint media in their collections and public libraries are at the early stages of expansion to include nonprint media. Special libraries are unique in that they are somewhat more flexible in providing information for a defined clientele and are more difficult to categorize.

The trends which are described here are written from the perspective of the United States. While there is some evidence to indicate that the same developments are occurring in other nations, the extent of change is somewhat less and the rate of change is slower in other countries. There are presently no comparative studies which describe country-by-country trends in the integration of audiovisual media within library collections.

DEFINITION OF TERMS

The term, media, is often used to connote audiovisual media while its general definition in reality refers to media as a means for communicating information, which would include people and all printed materials. Nonprint (or nonbook) media has emerged as a sufficiently non-ambiguous term with the appropriate disclaimer — *non* (all that which is not). Audiovisual media is preferred by some but excludes certain categories of media such as objects, dioramas and machine readable data formats. In educational circles, the modifier, "instructional" or "educational" is often used. The term nonprint media will be used here because it has gained acceptance among librarians, even though audiovisual media seems to be a more descriptive term.

When referring to nonprint media, most librarians are talking about the products (sometimes referred to as "software" or materials). Individuals working in the library field are primarily concerned with the identification, acquisition, classification, cataloging, storage and retrieval of these nonprint materials. However, in the context of the learning resource center (formerly the school library) personnel are often concerned with production of nonprint media and consultation about use. The school librarian has become a media specialist with an expanded job description.

Again, these developments are written from the perspective of developments in the United States but there is some evidence of similar growth in the more developed nations of the world — Japan, many of the European countries, Canada and Australia. There are some developing nations which have moved in the same direction through the efforts of UNESCO teams and specialists from other nations but there is no concentration of these efforts.

In exploring the status of nonprint media in any nation today, one would have to seek out persons in mass communication programs (primarily radio and television), in audiovisual programs (most likely support services) in schools, colleges, industrial training and military education and in libraries (where there is probably very little activity). If there is any research going on, it would be marketing research by the broadcasters and studies by educators comparing the effectiveness of one medium with another.

One of the difficulties in attempting to assess international and comparative developments in nonprint media is to locate the individuals who are working in this field. The field is not as clearly defined as librarianship. Professional training programs in audiovisual communications (educational technology) exist in only a few of the most developed countries in the world with an occasional small program in a developing country. Some professional library programs are beginning to develop courses in the nonprint area, but these are rare and tend to be added onto a program in librarianship. Individuals who work with nonprint media do not often learn about these media during their professional training but usually on-the-job.

The personnel problem is further compounded by the functions performed by people who work with nonprint media. Some are preoccupied with developing good collections and making them available to users; others are more concerned with the production of media and still others focus on consulting with the users to help design programs or instruction which incorporate nonprint media. Some personnel are *generalists* who are concerned with the management of a program which includes the full range of media and includes such functions as evaluation, instruction, production, information storage and retrieval, design and logistics. There are also *specialists* who emphasize one function (such as production of media) or one medium (such as television). *Technicians* are necessary to assist in the production of materials (graphic artists, for example) and the maintenance and operation of equipment. The nonprint media personnel team usually includes *clerks* or *aides* who handle much of the day-to-day distribution work. When one attempts to determine the status of nonprint media activity, the functions performed by all the above personnel must be taken into account.

EVIDENCE OF INCREASING CO-OPERATION

Even with the difficulties in attempting to discover the locus of audiovisual activity in any country and to identify the personnel who are associated with it, there appears to be increasing co-operative activity between the library and audiovisual fields.

In the U.S., the Educational Resources Information Center (ERIC) Clearinghouse on Information Resources at Syracuse University is an amalgamation of the former Clearinghouse on Educational Media and Technology and the Clearinghouse in Library and Information Science. Its scope of operation states: "The Clearinghouse on Information Resources acquires and processes documents on research, development, delivery, and evaluation of information and instructional technology. It focuses on personnel, personnel development, strategies, systems, procedures, materials, and equipment used in the fields of information and education. Current areas include libraries; learning resource centers; information science; instructional design, development, and evaluation; systems analysis; community information systems; and instructional media, as well as strategies which flow from these topics: e.g., programmed instruction, individualized instruction, and information brokering. The Clearinghouse is also concerned with the delivery of information and instruction through media such as television, computers, radio, films, microforms, holography, and other audiovisual devices."

The elementary and secondary schools in the United States are going through a metamorphosis from print-oriented libraries to multi-media learning resource centers. As if to herald this new creation, the two major professional associations concerned with media in schools, the American Association of School Librarians and the Association for Educational Communications and Technology, jointly published *Media Programs: District and School* which presents standards for school media programs in the United States. Mergers of audiovisual education and school library associations in a dozen states have occurred.

At the Tertiary level, learning resources centers have emerged at most of the new, two year community colleges but the academic libraries at colleges and universities have moved much slower. The most common approach seems to be a separate department within the university library which is devoted to nonprint media. Peterson (1975) outlines the four major functions of such centers: instructional development, library, audio-visual services and nontraditional learning activities.

Public libraries are beginning to move to incorporate nonprint media. In a comprehensive report, Brown (1976) reports on nonprint media activities of 235 public libraries nominated by the states as being engaged in innovative uses of media. The study reports the nature of uses and ways in which they appear to aid in the achievement of library goals.

Asheim (1975) expresses the sentiments of many professional librarians in regard to this new dimension of library services:

> We like to think that this new approach is *not* in conflict with the library ideal but a contemporary expression of it, utilizing the new tools at hand to accomplish what is implicit in the traditional objectives . . . We see a new generation of library users coming up who are not so deeply wedded to the literary tradition, and understandably we wonder if we can communicate with them. But do not forget that today's and tomorrow's librarians are part of this new generation too, sharing with them their highly developed skills in the many new languages that are represented by recordings, tapes, films, and multimedia events.

A NEW DEFINITION OF LIBRARY

These new developments call for an expanded definition of library.

Library is a function whose responsibility is to systematically collect and acquire information, classify it, store it and, upon demand, retrieve it and assist in adapting it to the user's requirements.

The words in this statement have been carefully chosen and it is likely that their precise meaning needs clarification.

LIBRARY — A FUNCTION (not place) *WHOSE RESPONSIBILITY IS TO SYSTEMATICALLY* (there must be a plan for acquisition related to the needs of the institution to which it is attached) *COLLECT INFORMATION* (information is used to include realia and nonprint materials) *CLASSIFY IT* (the system must recognize the requirements of the retrieval system) *STORE IT* (storage for retrieval purposes may require conversion to appropriate form) *AND, UPON DEMAND* (the act of identifying existence of a unit of information must be efficient and systematic) RETRIEVE IT AND ASSIST IN ADAPTING IT TO THE USER'S REQUIREMENTS. (This may involve the delivery of the original item, a facsimile reproduction — this may be in quantity for class distribution — or a reproduction in a form that will permit it to be displayed in the most effective manner — a slide of a chart, table or graph, for example. It is reasonable that this function may also assume the responsibility of counselling clients with respect to effective methods of presentation).

THE MEDIATED INFORMATION WORLD

We live, work and play in an information rich world. We often hear of "information overload" and no wonder. Where-ever we turn we find radio, newspapers, magazines, television, film, books all competing for our time. A generation ago we were information poor; we had to actively seek out the resources which today pervade our society. At that time you might have said that we were experience rich and information poor. We gained much of our information from first hand experience. Radio and films were becoming more commonplace, published materials were much more scarce than they are today and television was still in the laboratory. Today, the situation is just reversed; we are information rich and experience poor. We seek out media for the experience we have not had or wish we had. Wilbur Schramm (1975) provides a succinct overview:

> Twice in the last five centuries — when printing came into use in Western Europe in the fifteenth century, and when film and electronic communication became widely available in the late nineteenth and twentieth centuries—communication technology changed so spectacularly that it affected all human life. Printing made knowledge portable beyond the sound of a voice, and provided for it in a linear, verbal, abstract code. This code was so efficient that it made possible widespread literacy, public education, broad participation in politics, political revolution, the growth of science and industry, and an enormous widening of horizons. When film and electronic communication came into use, they provided a different code. The human voice could be recorded and transported rather than merely the printed symbols of the language, and the abstraction of print could be supplemented by the readily transmittable sights and sounds of reality. The effects of these developments on life patterns of people and society are readily apparent, but it is too early yet to assess their deeper impact (p. 3).

The paradox is that contemporary media provide entertainment and information for the masses yet there is a reluctance to accept these forms of communication in the school and in the library. The media are affecting the way in which we gather information and the way in which we spend our time yet we persist in limiting the format in which information is made available in schools and libraries.

This is an age of information, an age of communication and an age of technology. In such an age we must be aware of the "technological imperatives" since in an age of technology we cannot separate ourselves from the larger society in which we live, work and play. Snider (1972) provides a framework for consideration of the role technology has assumed.

1. Technology is "the systematic application of scientific and other organized knowledge to practical tasks." (Galbraith, 1967) Technology is not about tools. It deals with how man works. The history of technology can be characterized as the story of man at work, man trying to make himself more effective.
2. Technology always becomes irreversible and pervasive once it has been introduced into a society and has shown some promise to serve a real or imagined human need in that society.
3. Technology usually produces a confusion over human means and human ends. When technology makes it possible for man to do something, man does it, not always because it is necessary, but simply because it is possible. In the process, technology sometimes raises new moral issues related to longheld goals that can now be achieved with unimagined effectiveness. For example: How fast do we want to move across the face of the earth? For how long shall we defer death?
4. Technology is not simply the application of science to practical

objectives. Technological developments often precede scientific work. James Watt's steam engine, for example, was efficiently running the mills of England for 75 years before a scientific explanation of this phenomenon was forthcoming. Other examples of "pre-scientific" aspect of technology can be seen in the work of the Wright brothers, Thomas Edison, and to a somewhat lesser degree in the space programs.

5. Technology is amoral. In itself it is neither good nor bad, humane or inhumane. The morality of any technology is a function of the human use of human beings as that technology is applied. However, it is becoming increasingly obvious that most new technology brings with it simultaneously both positive and negative potentials for mankind. It is also becoming obvious that some of this can be anticipated.
6. It is beneath the dignity of a human being to work vocationally in a total effort that can better be done by a machine.
7. As a new technology is being introduced into a society, it is virtually impossible for members of that society to understand the social changes brought about, and to be brought about, as a result of that new technology.

It appears as if we are caught in an inevitable tide of technological change. A first reaction is to say, "Stop the world, I want to get off." Some people have done that and have "dropped out" of the ongoing society. Others have collapsed under pressure and have said in effect, "If I can't beat them, I will join them" and subsequently get caught up in the tide. I don't believe either extreme is appropriate. We need to look squarely at the situations which confront us personally and professionally and ask whether they are *problems* or *opportunities*. If technology is to serve us we ought to embrace it when it relieves us of mindless and mundane routines; when it helps us to become more humane. When technology captures us, however, we ought to discover the consequences of yielding to an uncontrollable monster which makes us less humane. I have a button which reads, "Technology is the answer! But what was the problem?"

In translating this concern to the library, we can observe the reluctance of our patrons to accept some of the innovative approaches which have been tried in some libraries. Here are examples from the headlines of a variety of periodicals: "Libraries Widen Activities, Speaking Debate on Purposes," "With a Little Luck You May Even Find Books in the Library," "Libraries Use Gimmicks to Halt Patronage Slide," and "Guess What the Library's Up to Now."

We need to ask not what audiovisual media and technology can contribute to the library but what types of people are seeking what types of information and how successful are they in fulfilling their needs. If an individual obtains the information he or she is seeking, it doesn't make much difference whether it is on a microform, a tape or in a printed format. If more graphic information can be provided by films, videotape or slides or more realistic information by recorded sound, the library ought to be able to deliver it. Consider the definition of library again:

> Library is a function whose responsibility it is to systematically collect and acquire information, classify it, store it and, upon demand, retrieve it and assist in adapting it to the user's requirements.

Their is little doubt that audiovisual (or nonprint) media have found their way into the contemporary library. The degree of acceptance and use varies with local circumstances. There is some question as to *why* these media appear. In some cases it may be an attempt by the library to be in tune with the times; in some cases it may be an attempt to provide new services to new audiences and, in some cases, it may even be in response to a perceived community or institution need. For whatever reason, nonbook media in libraries is happening and will continue to develop and grow. Consider several case studies.

CASE STUDIES

Palos Verdes Library District

Working under the premise, "If the public wants it, let them have it," the administration of the Palos Verdes Library District is providing patrons with information in all formats. The library loan 8mm films of original silent classics (Fritz Lang to Charlie Chaplin); 16mm sound films; audio cassettes and records covering Buddhist monks' mantras to Erica Jong speeches, as well as all types and manners of art reproductions. In order to massage the media, the library lends 16mm, 8mm, and slide projectors, has preview and meeting facilities, tapedecks and turntables, and camera equipment.

We are in the media and we also use the media. The library sponsors Saturday film matinees for children, evening documentary and feature films for general audiences and provides duplicate rental collections of popular rock music at 10 cents a day. Audiovisual staff has produced public spot announcements for broadcast on our local television stations. We also write press releases and articles for local newspapers, magazines, and radio stations. We have joined two film circuits to provide a changing collection of seventy 16mm films each month in addition to our permanent collection of 250. We serve an immediate community of 63 000 and also provide extended service to a metropolitan population of over 1 million.

In 1970, our first year of audiovisual services, we reached an audience of 230,000 with 16mm films. In 1974 we reached 700,000. Similarly our circulation of recordings has gone from 50,000 to 108,000; our art reproduction circulation from 400 to 4,000; our 8mm film audience from 4,000 to 64,000. (Brown, 1976, pp. 114-115).

Santa Fe Public Library

Media services of the Santa Fe Public Library (SFPL) began in late 1974, and they have grown rapidly in response to local demand. Nearly all of the library's media hardware may be loaned to users (including videotape recorders, Super 8 cameras, various types of projectors, still cameras, audio tape recorders, and more). Borrowers simply sign a form acknowledging responsibility for the equipment and agreeing to pay up to $550 (which covers deductible costs of an insurance policy) for any repairs that may become necessary. Otherwise, there is no charge. The length of the borrowing period is flexible, and nearly always for whatever time is needed to complete the project for which the equipment will be used.

SFPL has a number of video cassettes (and funds to buy more) which, because of the limited availability of video cassettes systems in the area, are now used for reference purposes (in the library) only. The collection includes both professionally produced and local programs. Included among the latter are a number of interviews with local people, titled "Oral Portrait."

Local media production activities of the library now center on involvement of members of an area high school videotape club who co-operate in the production of a number of TV spots promoting library functions and services. Similar plans are being worked out for the production of radio shows. Local students and adults are often helped in producing a variety of films, videotapes, audiotapes, or film-strips — including some on such everyday subjects as how to change a bicycle tyre, correct use of a baseball bat, and others. A super 8mm film production workshop — aimed chiefly at young students, an adult videotape workshop, and filmstrip and slide workshops are planned for later in the year.

Other media projects in the planning stage include: 1) a public access photographic darkroom — to be financed, partially through use and cost-of-materials fees; and 2) film study programs on a weekly or monthly basis, for adults and children. (Brown, 1976, pp. 120-121).

Chicago Public Library Study Unlimited

For the past two years citizens of Chicago have had the opportunity to earn college credit, prepare for the College Level Examination Program (CLEP) or the General Education Development test (GED), or simply study for their own personal or professional enrichment through an independent study program called Study Unlimited. This open learning program is co-operatively sponsored by the City Colleges of Chicago and the Chicago Public Library. Through their combined resources over 1,800 students have been served in this two year period. Of these students approximately 800 were registered for college credit, 380 for GED only, 150 for CLEP preparation, and the remainder for enrichment or for supplemental study.

Instruction is given through telecourses recorded on video cassettes. Approximately 20 college credit courses and the GED course, Your Future Is Now, have been used so far. Hardware consists of both Japanese Victor Corporation (JVC) and Sony playback units and monitors. Dubbing is done by the college on a video cassette custom-built duplication system.

The chief features which distinguish the Study Unlimited program are the joint sponsorship of the program involving a public library and community college, open enrolment, self-pacing, easy access (five library locations open 12 hours a day), independent study, and combined library-college support system for assisting the student.

Professional librarians and adult education personnel administer the program. The librarians administer the centers, enrol the students, administer the tests, maintain student files, and integrate total library services with the formal programming. College personnel provide instructional services, software, hardware and its maintenance, and take the leadership in providing supportive services. Working together, study clinics are held for students to aid them in their study, a video cassette series has been developed in Independent Study Skills, diagnostic tests are being prepared to guide students in preparing themselves for CLEP and GED exams, and a newsletter is published to improve communications for all persons involved. Monthly management meetings including college and library personnel assist both groups in adapting to new roles called for in the operation.

Future plans exclude expanding the number of centers and breadth of the curriculum. Hopefully, future curricula will be broken down into more versatile modules and delivered by a variety of means, e.g., audio cassette, film loops, tutorials, and independent learning contracts.

> Major problem areas which do not yield to easy solutions are low completion rate for college credit students, registration procedures amicable to open registration and self-pacing, building of bonafide cooperative decision-making processes within both institutions, role ambiguity for librarians assigned specifically to Study Unlimited, and the high cost per student in offering a completely mediated autonomous study program. (Brown, 1976, pp. 198-199).

College of DuPage

In suburban Chicago, the College of DuPage is a two year post secondary community college. The Learning Resources Center shelves all books and nonbooks together and offers a wide range of resources such as books, audio tapes, pictures, videotapes, slides, and films.

To give some idea regarding the balance of the collection, as of September, 1977, there will be 103,000 books, 21,000 microforms, 10,000 audio materials, 45,000 slides, 1100 films and videotapes. Other materials in the collection include film loops, filmstrips, maps, pamphlets, overhead transparencies, kits, newspapers, periodicals, study prints, and art prints. Services include a human resources exchange; loaning audiovisual equipment (including cameras, calculators and typewriters) along with the more traditional projectors and audio equipment; production services, media workshops, computer services and a radio station.

Of course these are examples of the best libraries which have incorporated nonprint media. There are many more — some less ambitious and others more extensive. These are examples from the United States. Similar developments have not occurred in every nation around the world but there are indications of activity in the more highly developed nations and attempts to "leapfrog" the normal time of evolutionary development in some of the less developed nations.

Before we are carried away with the glamour and glitter of exotic new resources for libraries, let us pause to ask those ever critical questions: *Who* is being served? *What* information requirements do they have? *How* well are they being met now?

THE FUTURE

If we can proceed on the assumption that, despite financial and philosophical problems, nonprint media will play an increasingly active role in library programs, the trends which Brown (1976) gleaned from his study are consistent with my personal observations.

1. Increased independent study by adults . . . lines between formal-in-school education will be blurred in the future even more than they are at present. Individuals will turn to or away from education — much as they wish and as circumstances of their lives, their jobs, their aspirations require. Quite likely, too, there will be increasing acceptance of the concept, as well as the practicalities, of "universities without walls" as approved avenues to personal improvement, degrees, and diplomas. Such activities will place new responsibilities upon libraries and lead to their further involvement in providing both print and nonprint media resources and services to meet them.
2. Increased need for librarians of all types to meet clients "on their own ground." Reading abilities, backgrounds, experiences, interests, and "learning styles" will affect the development, choice, and use of media of all types, alone or in combination, to meet individual needs.

3. Increased knowledge of special contributions to learning to be made by each type of medium. Library professionals will be expected to be able to use that knowledge in aiding the selection and planning the use of various media resources to help clients achieve their goals.
4. Increased recognition of the fact that communications and information technologies are far from being fully exploited. Predictions emphasize that much more is to come. For example, even our present capabilities for linking together entire communities — already done on a somewhat modest basis — could encourage a host of entrepreneurial efforts related to electronic information services, many of which could be supplied through public libraries, such as: 1) specialized or general electronic newspapers, 2) media supported adult education correspondence study (interactive or noninteractive), 3) computer aided independent tutoring, 4) transmitted for a fee entertainment (plays, films, etc.), 5) community information services (facts, dates, hours, contents of forthcoming events, locations of data-related services, weather data, road conditions, and many others), 6) access to library resources through electronic browsing, dial in audio or tape banks, or keyboard conversations with "librarian computers," 7) video screen or "hard copy" paper printouts of library data at client discretion, and 8) "frame grabbing" (a procedure offering clients opportunities to store single pictures — as from a TV program — for later reviewing). Possible implications, in its effect upon libraries, of one invention only — the revolutionary video disc — are difficult to envision. But it seems clear that if or when this device is perfected and marketed, it is likely to transform the library's present modest participation in the purchase and circulation of nonprint media.
5. Increased acceptance and use of the systematic, behavioral approach to the solution of community information problems. Overly simplified, this approach recognizes the need to express carefully, and in measurable behavioral terms, both the short- and long-range goals a particular library program seeks to achieve. It gives special attention to changed behaviors desired to be effected in target groups, and to criteria to be used and data to be gathered to measure achievement of those changes. Contributions of a public library towards such achievement expressed as a cost/benefit ratio (relationship of input dollars to the value of proved social benefits derived from the changes), would be critical in the allocation of funds for continuing support of the institution.

From these trends we must hold up the mirror and ask ourselves how well prepared we are for such a future. Are we going to sit back and let it happen to us as passive observers or are we going to help create that future as proactive participants? If we do not accept the responsibility for inventing the future we want to live in, we deserve the future we receive.

Let me close by personalizing the challenge to you and to future librarians who will be prepared in professional library education programs.

Would you think with me of the people you consider to be great contributors in this rapidly changing world — the men and women who have achieved their human potential, who symbolize women and men at their best. How are they different from the rest of us?

Is it their accomplishment in college? Of course not. We all know of graduates from the same college, with the same cultural and social backgrounds, who have taken the same courses and received similar grades . . . one is a leader, an innovator and a beautifully functioning human being. The other doesn't really make it in today's hectic world.

As you think about the differences, do you find, as I do, that often the differences are in the area of human and personal characteristics — of attitudes, appetites and styles?

Apparently, knowledge, however important, is simply not enough. It is far easier to get people to absorb new knowledge than it is to get them to alter their conclusions. Most of us have an incredible talent for processing new facts in such a way that our prior conclusions remain intact. Particularly with modern technology, I think we will far more easily solve the problem of transmitting to people the vast information explosion than we will the crucial *Human Styles* that the future will require.

Increasingly, the really successful leaders I see have a real appetite for the future. They welcome it. Embrace it.

They've learned how to learn. In a short time, they grasp the essentials of a new situation. They create new solutions to new problems with gusto. Others, equally intelligent and "educated" don't do so well. They react *defensively* . . . "It can't be done." "It's cloud nine." They react historically. "We've always done it this way."

Can an appetite and a style for innovation be taught in library schools? Can it be simulated and stimulated? I think so. I certainly hope so. It apparently is one of the very important things that remains after we have forgotten about what we learned.

Marshall McLuhan tells us that we are prisoners of a kind of invisible environment . . . the outlines of which are not clear until we move into a still newer environment. The McLuhanism that captures this concept best for me is a simple one: "I don't know who discovered water, but I'm quite sure it wasn't a fish." This new breed of person we need for the future cannot be a prisoner of his environment, for he must often shape the new environment.

The librarian can easily be isolated within his/her occupation, and in his/her own way lives in an "ivory tower," more remote from realities than many an academic person. Part of the shift we need from the "specialist" to the "generalist" is getting our leaders and citizens to "cross-pollinate" as it were, with the cultural community, the academic community, the non-suburban community, the young community, the scientific community, the world community.

Here, time is our enemy. More and more of our working time is spent in monumental trivialities which bear only the dimmest relationship to the work that we are really paid to do. By the time we extricate ourselves from these irrelevancies and get down to the business at hand, we are commonly too tired to cross-pollinate with anyone at all!

Let us assume our future librarian senses the outside world. But what if this person is familiar with the outside world but is a stranger to personal feelings, uncomfortable with one's innerself, uncommunicative with other people?

I don't know whether there is some kind of perverse, or inverse law or what, but as technology and urbanization move us into closer and closer physical proximity, we seem to become more and more emotionally distant.

In short, can a person not "humanized" be said to be educated?

Can we help the future society by helping create the kinds of people who are good environmental sensors, good cross-pollinators, good listeners, aware people?

At this point, you may be saying, yes, I agree, and always have; the future needs and deserves a human being with some new styles, new appetites, new dimensions. Yet, it seems clear to me — even through the fog — that the basic system of rewards and punishments we have in library education does not particularly encourage those traits and tendencies I think we would all agree will be increasingly important in the future.

For the world of the future — and the very near future — will call for such traits as *originality*, *boldness*, and *flexibility*. Whereas, I wonder if many of our library schools don't unconsciously encourage *conformity*, *timidity*, and *rigidity*.

In a real sense, librarians have to become pioneers again. Not pioneers, as their ancestors were, in the forest primeval; but, even harder, pioneers in the technological jungle, where no one really knows what tomorrow will bring, where developments are so rapid, and changes so cataclysmic, that only the sharpest and most sensitive will survive and flourish.

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Mini-Conference 6.

Library Management Mini-Conference

LIBRARY MANAGEMENT IN THE EIGHTIES

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My brief today is to identify and review the major contemporary issues of library management and try to predict how research may provide solutions to them in the near future. This is a tall order: I would find it so even in the U.K. — not so much because I'm unaware of the problems of management, but because I'm not sure how far, or in what areas, library research can help; and in Australia I can only hope that conditions are reasonably similar to those at home, and that the problems are therefore comparable. In the two weeks I have spent here no qualitative differences have become apparent, though there are many quantitative ones.

What is management, and specifically library management? The definition I like is: (see Fig. 1)

> "The direction of known resources, through systems, towards a defined set of objectives, within given constraints, using agreed measures to provide feedback to all segments of the total system."

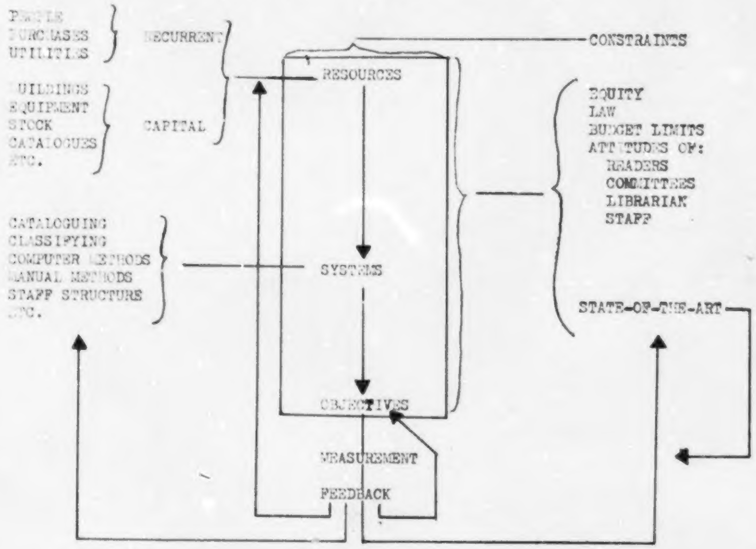
PEOPLE
PURCHASES
UTILITIES
RECURRENT
BUILDINGS
EQUIPMENT
STOCK
CATALOGUES
ETC.
CAPITAL
RESOURCES
CONSTRAINTS
EQUITY
LAW
BUDGET LIMITS
ATTITUDES OF:
READERS
COMMITTEES
LIBRARIAN
STAFF
CATALOGUING
CLASSIFYING
COMPUTER METHODS
MANUAL METHODS
STAFF STRUCTURE
ETC.
SYSTEMS
STATE-OF-THE-ART
OBJECTIVES
MEASUREMENT
FEEDBACK

Fig. 1 Elements of a total library system

The diagram shows the library example, but the same elements are present in all management, whether it's the Australian cricket team or the High Street supermarket. The manager's task is to adapt his resources and systems to achieve the objectives he (or his institution) has set; or, if he can't achieve them completely, to converge upon them. (This convergence isn't merely a counsel of despair. You know the difference between a mathematician and an engineer? Arrange a group of both types round the wall of a room, stand a pretty girl in the middle, and tell them that the rules of the game are that each man can approach the girl in stages, provided that each stage is exactly half the remaining distance to the girl. All the mathematicians will stand still, because they know that the theory of convergent series means they will never cover the whole distance; the engineers make a concerted rush, because *they* know that they'll get near enough for all practical purposes). THINK ABOUT IT. My own approach to management is equally pragmatic: I know that whatever I do my library will never be perfect, but on the other hand, however good it may become there will always be room for some improvement. If I'm really good at my job, and the constraints are not too severe, then I'll end up — not with the girl — but with a reasonable level of service to my readers. If we look only at perfection as a target then we may well be overawed, and never make any efforts to improve at all.

If we look at the schematic diagram of the system there are a number of key areas which I, as a library manager, want to try to influence. I want the best possible people, so professional education and recruitment policies are vital; the level of the library budget is both a Resource and a Constraint, and by astute politicking and use of information and statistics garnered from the Feedback loop I may be able to increase the one and partly remove the other; by a judicious use of recurrent funds in buying books I am influencing the future capital Resources of the library.

In the Systems area, the way I catalogue and classify delimits my ability to give information services, and my staff structure influences both recruitment and the level of service I can give; clearly the use or non-use of automation affects practically everything from the total resources available for acquisitions to the quality of staff, to the Objectives I am trying to meet.

Constraints affect both Resources and Systems, but particularly I want to influence attitudes, because without some unity of purpose at all levels of staff and readers alike we shall not be able to agree on Objectives. I want our colleagues in the research field to advance the state-of-the-art, as this is a limiting factor both in formulating our Objectives and in our ways of Measuring whether or not we are attaining them.

The most important parts of our job as managers therefore are:

staff (recruitment, policies, and structure).
resource allocation (staff or purchases—books or serials).
automation (whether, what, how much?)
attitudes of everyone connected with the library.
methods of defining objectives and of measuring whether or not we are attaining them.

It is these areas I want to concentrate on today.

One of the depressing things about librarianship is the *image* it presents to the outside world — an image which I must admit is sometimes justified even in countries which have a library tradition, let alone in the under-developed ones (bibliothecally — I don't necessarily mean the Third World in economic terms). The image is unfortunate in several ways, but especially because it may tend to frighten off potentially good candidates from entry to the profession. One of the best ways to counter this situation, to improve the image, is to change the reality, to establish a staff structure where even the young professional is, and is seen as, an important element in the team, with his own area of responsibility. If we are to do this it seems to me that the best way is through a subject-specialist structure, either largely divorced from the functional part of the library, or linked to it in some clearly-defined manner. As a corollary, we also have to remove from the professional much of the drudgery which has often been associated with "cat & class" in the past. I believe that—in the normal library situation — 90% of cataloging is *not* professional work; it can be carried out perfectly competently by any reasonably well-educated school-leaver, with only a modicum of training. The only professional help needed is to supervise and organize the team, and to lay down principles and make decisions in the 10% of cases where they were needed (with the centralised provision of machine-readable cataloging data even this 10% will shrink).

When I'm asked to talk to school-leavers or young graduates at a careers convention I always try to emphasise that librarianship is not about books, it is about *people*. I admit this is an oversimplification of the real situation, but I think it is a useful corrective to the image we have; it follows from what I've been saying that professional education should take this line too. In the far-off days when I was qualifying, almost half the examination for the Associateship was concerned with cataloging and classification, which was regarded as the central mystique of the profession; management, in the sense we use it today, was almost unknown, and the reader's existence was virtually ignored. Nowadays things have changed greatly, and most of the degree courses or diplomas I know about put much less emphasis on the technicalities and more on the general principles. Nevertheless there is an inherent difficulty in trying to teach "management," however we define its exact content: this is that the people being taught probably have very little experience — or none — of a real-life library situation, and will not be able to relate the teaching to their own knowledge. Perhaps more important, it is likely to be several years before they are involved in line management of real people, and even if the theories they learn are not changed (which happens with distressing frequency!) they will be remembered only imperfectly. This seems to me to be the central dilemma of any management training at first degree level; perhaps the best solution is to give only summary treatment at this stage, but to bring people back for post-experience courses when management skills are actually needed on the job. In spite of what I said earlier about getting the young professional involved, it is difficult to get him involved in line management except at a rather superficial level. What one can do is to get staff at all levels to take part in decision-making, whether there is a formal staff council or whether it's done on an *ad hoc* basis. I prefer the former because it does create a sense of responsibility and leads more easily to satisfactory career development.

You may have noticed that I haven't suggested a separate "management" career stream; to my mind management is clearly the function of the professional librarian. If he can acquire the necessary expertise in a formal programme of instruction, so much the better; if not, there is scope for using outside help as required, on a part-time or consultancy basis. My own introduction to "technical" management was through a research team at Lancaster, and for ten years I was able to call on a variety of outside experts to solve specific problems — OR, psychology, ergonomics, statistics, etc., and the cross-fertilization was very beneficial. However I shall be very interested to hear the conclusion of the syndicate who are talking about managers vs. librarians. My own feeling (based on some experience of an outside O & M study) is that this situation is going to be resented by the librarians, and if I have learned anything about government in the past 15 years it is that it can only be carried out with the consent of those *being* governed!

If we can agree on a staffing policy, the next contentious area is resource allocation, and how best to meet conflicting demands on a limited budget. Perhaps this is not the right time to talk about zero-growth — a very topical subject in the UK after the Atkinson report — but certainly the objectives of the institution are highly relevant to resource allocation. In many places it is assumed that the primary task of the library is to *grow*, so that the researcher's chances of finding what he wants on the shelf continuously improve, even if the improvement is infinitesimal. Given this as an objective, then the way we behave is reasonable, but it cannot be a primary objective, only a secondary one; it is *one* possible way of meeting a primary objective, and therefore it is not necessarily correct. If the primary objective is to provide information to help in user's problem-solving, then it is quite possible that some quite different method is more effective. Let us postulate two extreme cases — each is a *reductio ad absurdum,* but nevertheless together they point a moral.

Libraries A & B both have the same type of users and the same budget — say $100,000 per annum. Institution A believes in growth at all costs, so buys 10,000 volumes per year but has no money left for staff, so the books are left in a heap on the floor, still in their wrappings as the bookseller delivered them. Institution B, on the other hand, believes in information transfer, and allots $10,000 to abstracts and bibliographies, $10,000 to telecommunications, $80,000 to staff (5 information officers) who can search the literature and plug into the national inter-library loan network. Which institution gets the better value for its money?

So resource allocation is a key area. No one is going to be as extreme as either of the two cases I've described, but each manager has to decide where on the spectrum he wishes to stand. My own view is that academics (generally speaking) oversimplify the problem and are for growth. To balance this I want to lean towards the side of service and expand the information staff as far as I reasonably can. Having done this, and met operating expenses (telex, telephone, postage, stationery, binding, etc.) the manager has to decide on a balance between other heads of the budget — acquisitions; and this may well be subdivided either by subject (or faculty or department) or by form (books as against serials). Many people have tried to find an objective formula for a subject/departmental split of the acquisition budget; *College & Research Libraries* has a new one every six months (at least it feels that way), but there always seems to be some drawback when the attempt is made to apply them in one's own institution. The problem seems to be one of scale, since the Americans and Australians are still operating on budgets far in excess of anything we can hope to achieve. Lancaster last year had about £160,000 (effectively about $320,000) for all acquisitions, and it is well financed in comparison with most other places of its own size; St. Andrews had only £130,000.

The most one can realistically hope for in a tight financial situation is that users, who are also in many cases the people who hold the purse-strings, will have a perception that some kind of rough justice is being done. Perhaps a departmental grant should be calculated as some function of the size of a department, with weighting for the average cost of a book or serial title in that subject. Alternatively "give" each faculty member $x to spend, having first of all taken care of teaching materials and non-departmental books from a large general fund — the possibilities are endless. Two things are desirable in any such system: it must be easy to understand, and it must seem to be fair.

One thing is emerging from practice: the need to have a more rational selection system for books. Given that ILL will eventually find almost anything you need, that the cost of processing a book will almost double the purchase price, and that the cost of storage for ten years will add another $8 - $12, we should be very sure that anything we buy will earn its keep by being used. We know most of the costs, but we need to be able to measure the benefits, and this is not easy. At best we can perhaps calculate a rough cost per expected use for individual titles, and use this to aid our own institution. One thing which has emerged from research is that usage seems to be linked to cost-per-page — the cheaper the book the more use it receives. Of course undergraduate teaching material tends to be cheaper than research monographs, so this in itself might account for the difference. It is not clear whether the same effect would be seen in research material taken by itself. This points up the danger of taking use, or expected use, as the sole criterion for purchase, because how many undergraduate uses are needed to balance one use by a potential Einstein? At the same time it shows how little we know, in objective terms, about the use people make of our libraries. One clear point has emerged from recent work, however: there is a strong statistical connection between borrowing of a given title and its in-library use. This has always been the bugbear of user studies — how to measure *total* use of a book; but the evidence seems to indicate that this can now be predicted with considerable accuracy from a knowledge of its borrowing history, which in turn can be got easily from computer-based circulation systems.

This leads naturally to the next area of interest, automation. I'm not one of those who says that if it moves you should automate it. Costs are high for the design and upkeep of the system, for purchase and upkeep of hardware and software; results are often speculative; and time-scales for development are infinitely elastic. There can only be two absolute justifications for automation: 1) you are going to do a particular job as well as at present but more cheaply in real terms, after paying *all* associated costs, or 2) you are going to do it better at the same cost. If you are going to do it better but more expensively then you will need to do a lot of high-powered selling to someone; If you are going to do it better *and* more cheaply you're in line for the presidency of IBM! If your proposed system will be worse than a manual one, forget it! The most likely direction for future development lies in co-operation. Few libraries are big enough to design and operate their own systems in isolation. By joining a syndicate costs can be cut in both hard-and soft-ware, and you can get additional benefits from a network — co-operation in acquisitions and ILL through cheap, on-the-spot union catalogs. In the United States the prime example is OCLC; in the United Kingdom we have BLCMP (which started as a cataloguing system), SWALCAP (on-line circulation), now SCOLCAP (on-line cataloguing and acquisitions). These were subjects of pump-priming research grants, but the first two are now financially viable and SCOLCAP plans to be in three years. I shall watch the development of CAVAL in Victoria with interest, because this, or even a nation-wide development of it seems to hold great promise.

This in turn leads on to the question of attitudes. I think there is a danger that the profession here may be leaning towards an American attitude to its problems rather than a British one. If one can over-simplify national characteristics a bit, the typical American solution, born of their circumstances, is to increase the money input in the expectation that this will be enough to produce the required result — and of course very often it is; but on the other hand, shovelling in an extra million dollars often merely covers up the problem without solving it. The British librarian, however, traditionally has not been able to find any extra money. His solution has to depend on re-allocation of existing resources, on greater ingenuity — not because he is by nature any more ingenious, but because he cannot use the simple solution. This is why I am sceptical of the comment I have heard from many people in the past two weeks that a "Boston Spa" solution to the ILL problem can't work here because of the distances between centres of population. I don't believe this is true. What is lacking so far is a strong incentive to co-operate, which will only come from a realization that there *is* no other practicable solution; once this stage is reached it is fairly easy to solve the practical difficulties — or to put it another way, "necessity is the mother of invention." (Of course I'm not saying that a national lending library on the Boston Spa principle is necessarily the best or most cost-effective way of providing a backup to individual libraries' stocks, merely that distances do not rule it out. It might well be that a better solution would involve each major library being made responsible for comprehensive collecting in a specified subject area, with federal financing for the purpose).

One of the lessons we have learned recently in Britain is that we cannot stand alone; I think we have always realised this intellectually, and paid lip-service to co-operation, so long as it did not impinge on our own freedom. Now there are signs that we are expected to give up our precious individuality for the sake of achieving a common goal. For example, in shared cataloguing systems like SCOLCAP or issue systems like SWALCAP all those taking part have been ready to accept less than their own ideal, and to make changes in established systems, for the sake of other benefits. We are talking to each other in a way we never have before under the pressure of lack of money, and this can only be a good thing. I think that it is time for Australian libraries to do the same, even if the economic pressures are not yet as great as ours at home. If the librarians are not willing to take action voluntarily they may well find that a less palatable form of co-operation is imposed from above.

Finally, what about research? What impact can this make on our activities in the next 5 or 10 years? Donald Urquhart is fond of saying that research is no substitute for thinking; and of course he's quite right: so much of what is published seems to be seeking only its own justification, and to be ignoring the real problems which surround us. One of these, which I believe is fundamental to our work, is to try to find out exactly how our libraries are used, and what our readers need (as opposed to what they *say* or *think* they need — the three things are often very different). We need to establish our objectives firmly, and this is partly factual exercise in collecting data partly a political act of assigning priorities. Research can help with one side, the factual one, and provide the information we need for decision-making, for bringing about change, by giving a series of alternatives, but politics is our business as managers. We cannot in the last resort abandon this responsibility to anyone else. We must do our own thinking lest someone else's thinking is imposed on us — I don't think we would like this!

Ten years ago I said that it might take 15 or 20 man-years of effort before we understood thoroughly how our libraries work, what makes them tick. We've had this amount of effort, and much more, and perhaps we're not really all that much further on than we were then; the relationship between a collection of books and the people who use them is a very deep and complicated one. Nevertheless I believe we must persist, because if there is one thing I've learned about this area, it is that the natural gut reaction is as often wrong as it is right, that to depend on one's own environment and experience is not enough.

Who should undertake this research? Obviously our best young professionals must be given the chance, because as one gets older the brain begins to ossify and the major difficulty is to generate new ideas; what we need is the "self starter." But by themselves librarians are not enough: unless we can bring in people from related disciplines to help, our results are going to be subjective and "soft." We want people skilled in OR, statistics, psychology, financial control — all the "management" subjects, and we must set up interdisciplinary teams, with librarians and "managers" playing equal and complementary roles. If I could see this mini-conference passing only one resolution, I think it would be that each Australian academic library should set aside ½% or 1% of its budget to establish an independent library research unit. The results could be very important over the next few years for all of us.

PROGRAMME —

THURSDAY, 25th AUGUST

TIME	TITLE	VENUE
	MINI-CONFERENCES	
9.30 a.m. — 5.30 p.m.	A1 Library services to young adults	Burnie Civic Centre
	A2 Libraries and the information industry	Launceston Teachers' Centre
	A3 User services	Launceston TCAE
	A4 The world of audio-visual education: its impact on libraries and librarians	Hobart TCAE
	A5 Library networks for Australia	Hobart, University Centre
	A6 Library management	Hobart, Wrest Point Hotel
	A7 Measuring effectiveness of library service	Hobart, Physics Lecture Theatre
1.30	Information Sciences Section Biennial General Meeting	University Centre 3
5.30	The Senior Common Room, University of Tas. will be open for delegates	
5.15	OTC demonstration	University Centre 1
5.30-7.30	Civic reception Launceston for mini-conference delegates	
5.30-7.30	Municipal reception, Burnie for mini-conference delegates	
7.30	A4 Mini-conference social function 'Mood, Music and Merrymen.'	Fern Tree Tavern

FRIDAY, 26th AUGUST

9.30-5.30	Mini-conferences continue	
4.00	Senior Common Room, University of Tasmania will be open to delegates	
5.30	University and College Libraries Section Biennial General Meeting	University Centre 1
7.30	Children's and Schools Libraries Sections combined Dinner	Civic Centre, Burnie
7.30	Education for Librarianship Section Dinner	Monro's Restaurant 646 Sandy Bay Rd.

SATURDAY, 27th AUGUST

10.00-12.30	**Activity 1: Computer Services for Australian'Libraries**	**University Centre 1**
10.00- 6.00	Registration Centre open	
6.00-11.00	UCLS Ox-roast	Clifton Beach Surf Life-saving Club

SUNDAY, 28th AUGUST

10.00- 6.30	Registration Centre open	
7.00 for 7.30	**Opening address by Mr. Justice Kirby, followed by a buffet dinner**	**City Hall, Hobart**

MONDAY, 29th AUGUST

TIME	SESSION No.	SPEAKER	TITLE	VENUE
9.30 a.m. to 10.45 a.m.	Session 1	W. Kirsop	Consignment sales and Britain's 19th Century colonial book trade	Physics Theatre 2
	Session 2	D. Fielding	The librarian/architect relationship; basis for a happy building	University Centre 2
	Session 3	A. Sale	Libraries as information utilities; where are we now?	University Centre 1
	Session 4	N. Radford	Re-defining the LAA's role in education for librarianship	Physics Theatre 1
	Session 5	S. Healy	Community information: problems and progress	Arts Lecture Theatre
	Activity 3	G. Stilwell	The Tasmanian, Allport and Crowther collections	State Library
			AUSINET demonstration	State Library
11.00-12.00	Activity 4	P. Scott	Storytelling demonstrations in the Children's Library	State Library
11.15-12.30	Plenary A	G. McNamee	Co-operative information handling – its implications in society	University Centre
12.30	LUNCH		and Wine and Cheese at the Exhibitions	
1.15			AUSINET demonstration	State Library
1.30-2.45	Activity 2	K. Gilmore	Toy Town: Toy library for handicapped children	Toy Town
1.30-3.00			**TRADE EXHIBITIONS**	**Students Union Building**
1.30-3.00	Exhibitors Speaker	B. Searle	Electronic security in libraries	Physics Theatre 2
3.00			Presidential address Library Association of Australia Annual General Meeting and Presentation of Awards	University Centre
5.30-7.30			Public Libraries Section Annual General Meeting	University Centre 1
7.30			Cataloguers' Section Dinner	Ball and Chain
7.30			Special Libraries Section Dinner	Westside Motel
8.15 p.m.	**Monday night forum**	**N. Batt**	**Libraries and education**	**University Centre**

TUESDAY, 30th AUGUST

TIME	SESSION No.	SPEAKER	TITLE	VENUE
9.30 a.m. — 10.45 a.m.	Session 6	J. Cupples	The aboriginal studies library project	Physics Theatre 3
	Session 7	P. Biskup	Towards a history of the National Library of Australia: 1901-1947	Physics Theatre 2
	Session 8	M. Trask	Librarian: library technician	University Centre 1
	Session 9	D. W. Dunstan	State and public library futures	Arts Lecture Theatre
	Session 10	D. Ely	Current trends in audio-visual technology	Physics Theatre 1
	Session 11		Telecom link with ANZAAS: Man-man communication in science	University Centre 2
			AUSINET demonstration	State Library
11.00-12.00	Activity 4	P. Scott	Storytelling demonstration in the Children's Library	State Library
11.15 a.m. — 12.30 p.m.	Session 11		Telecom link with ANZAAS (continued)	University Centre 2
	Session 12	L. Ryan	Library services for decision makers	Physics Theatre 1
	Session 13	B. J. McMullin	The 18th Century STC in the Australian context	Physics Theatre 2
	Session 14	M. Weinstock	Continuing education for librarians; the challenge and the reality	Arts Lecture Theatre
	Session 15	R. Tipping	Literature into film: Storm Boy and Blue Fin	University Centre 1
12.30	LUNCH			
12.45-			RMIT Alumni luncheon	Bavarian Tavern
12.45-			Riverina CAE library students	University Centre Theatre 1
12.45-			LAA 19 committee meets LAA20 committee	Senior Common Room
1.15-2.15			National Library of Australia—Inter library Loan Session	Arts Lecture Theatre
1.15-			AUSINET demonstration	State Library
1.15-	Activity 2	K. Gilmore	Toy Town: Toy library for handicapped children	Toy Town
2.15 p.m.- 3.30 p.m.	Plenary B	S. Siebert	The Fair Garden and the Swarm of Beasts revisited	University Centre
	Plenary C	M. Ronnie	New Zealand communities and their libraries	Physics Theatre 1
4.00-5.15	Plenary D	A. G. McKenzie	The dinosaurs are dead: we must manage to survive	University Centre
5.30-6.30			Children's Libraries Section Annual General Meeting	University Centre 1
6.30-7.30			School Libraries Section Annual General Meeting	University Centre 1
5.30-7.30			Cataloguer's Section Annual General Meeting	University Centre 3
5.30-7.30			Special Libraries Section Annual General Meeting	University Centre 2
5.30-			TCAE Librarianship students party for visiting library students	Union Bar
7.30-			Public Libraries Section Dinner	Granada Tavern
8.00-			**'Storm Boy'**	**College Theatre TCAE**

WEDNESDAY, 31st AUGUST

TIME	SESSION No.	SPEAKER	TITLE	VENUE
9.30 a.m. — 10.45 a.m.	Session 18	J. Buckie	Intergovernmental publications: organisation and control	Physics Theatre 1
	Session 19	M. Ramsden	Management and accountability: some insights from research	University Centre 1
	Session 20	J. Brudenall	Library services to the functionally disadvantaged	Physics Theatre 3
	Session 21	C. Maguire	Research and librarians: is there a connection?	Arts Lecture Theatre
	Session 22	E. Flowers	The role of the library in Technical and Further Education	University Centre 2
			AUSINET demonstration	State Library
11.15-12.30	Plenary E	E. deProspo	Guidelines for national planning	University Centre
	Activity 3	G. Stilwell	The Tasmanian, Allport and Crowther Collections	State Library
12.30	LUNCH			
12.30-			Melbourne State College Alumni meeting	University Centre 1
12.45-			TAFE librarians luncheon	Bavarian Tavern
1.15 p.m.-			AUSINET demonstration	State Library
2.15 p.m. — 3.30 p.m.	Session 23	A. Horton	Library planning in Australia	University Centre 1
	Session 24	J. Nicholls	Library services to the locationally disadvantaged	University Centre 2
	Session 25	M. Harrington	SAERIS – A.S.A. approach to computerized cataloguing and information retrieval	Arts Lecture Theatre
	Session 26	S. Malan	The education of librarians for a modern society: a South African viewpoint	Physics Theatre 2
	Session 27	A. Elias	BIOSIS	Physics Theatre 1
3.45-5.00	Plenary F	E. Parker	Towards a national information policy	University Centre
5.15-			CLOSING FUNCTION	TCAE

Author Index

BATT, N. 19
BISKUP, P. 172
BUCKIE, J. 269
CUPPLES, J. 160
DePROSPO, E. R. 66
DUNSTAN, D. W. 198
ELY, D. 211, 383
FIELDING, D. 107
FLOWERS, E. 302
GIBSON, R. 112
HALLEIN, J. 193
HARRINGTON, M. C. 339
HAZELL, A. 339
HEALY, S. 160
HORTON, A. 318
KIRBY, M. D. 1
KIRSOP, W. 90
MacKENZIE, A. G. 57, 395
McMULLIN, B. J. 231
McNAMEE, G. 27
MAGUIRE, C. 295
MALAN, S. I. 345
MOORE, J. 195
NAYLOR, P. 190
NICHOLLS, J. 336
PAPPS, S. 160
PARKER, E. B. 77
RADFORD, N. 139
RAMSDEN, M. J. 282
RONNIE, M. A. 49
RYAN, L. 219
SALE, A. 119
SIEBERT, S. 35, 357, 366
SIMKIN, J. 186
TRASK, M. 9
WEINSTOCK, M. 244